ESL INSTRUCTION IN THE ELEMENTARY SCHOOL: CURRICULAR GUIDELINES AND SUGGESTIONS

Language Services

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ESL INSTRUCTION IN THE ELEMENTARY SCHOOL: CURRICULAR GUIDELINES AND SUGGESTIONS

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PREFACE

The primary aim of these English as a Second Language (ESL) guidelines is to describe programming which provides opportunities for ESL students to learn the English language. How quickly and effectively these students acquire the language depends on a number of factors. Some of these factors are directly related to the students and reflect their abilities. Others relate to the type of program that is planned and how well it meets their needs. In planning for the instructional needs of ESL students both sets of the above factors need to be addressed. It is essential that ESL instruction reflect the most effective methods of promoting language acquisition that will meet the needs of ESL students and be stimulating to them.

This ESL curricular document is intended to act as a supplement to the Elementary Language Arts Curriculum Guide.* The objectives and content for each grade level as they are outlined in that guide serve as a basis for content to be adjusted for ESL students. Many of the instructional strategies that best enhance the English language development of ESL students are similar to those that enrich the language of students who speak English as a first language. Language development, therefore, does not presuppose isolation of ESL students for all language instruction since models provided by English-speaking peers are found to be one of the greatest influences on language acquisition. It should be noted, however, that teacher expectations of ESL students' achievement within the regular classroom at any given time should reflect the level of English language proficiency that the students have attained.

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*Elementary Language Arts Curriculum Guide (Edmonton: Alberta Education, 1985).

SECTION I

ORIENTATION

The initial contact that the ESL students have with the teacher and the school usually leaves a lasting impression. It can influence their ability to maintain a positive self-image and to develop attitudes which are conducive to learning and social adjustment. ESL students' experiences, values and expectations may be different from those of the teacher and their English-speaking peers. It is therefore necessary for teachers to understand the linguistic, social, cultural and psychological implications for students learning English as a second language. Knowledge of second language acquisition and the effects it can have on the personal and academic development of ESL students is also essential. This knowledge will help teachers to plan a suitable program and develop effective methods of instruction for ESL students in the regular classroom and in an ESL class. This guide contains information which is meant to familiarize teachers with the issues that are directly related to the programming needs of ESL students.

It is important that school personnel gain knowledge about the affective and cognitive needs of ESL students. Although an ESL teacher may be available to assist classroom teachers with the instruction of these students, a significant portion of the responsibility for the education of ESL students lies with the regular classroom teacher. ESL students should remain with their English-speaking peers in the regular classroom and receive extra assistance with language development in an ESL class. Programming for the needs of ESL students should include instruction that attempts to integrate classroom content in the ESL class rather than instruction that immerses them in a totally new program. In other words ESL students benefit from the instruction of the classroom but at times the method of delivery may need to vary in order to extend and adapt the regular program.

Classroom teachers may require the assistance of a variety of support personnel to help them promote the social and academic integration of ESL students into the mainstream. These could include administrators, consultants, ESL teachers, resource teachers, librarians, counsellors, interpreters, community school workers, volunteers and tutors.

THE NATURE OF CULTURE

English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs* provides a frame of reference for teachers involved in the education of ESL students. "Section II: The Nature of Culture" aids the teacher in understanding and becoming sensitive to the nature of emotional challenges and changes which the ESL student experiences as he confronts, learns about and adapts to the Canadian culture. The following passage is quoted from that section:

"STAGES OF CROSS-CULTURAL ADAPTATION

*The well-known term **culture shock** is generally used to refer to that range of reactions which people experience, in differing degrees of intensity, when finding themselves divested of everything that is familiar. Some of the symptoms of culture shock include depression, hostility, helplessness, fear and loneliness. Although each individual's cultural adaptation is different and unique, research has demonstrated a pattern of reactions or stages of cross-cultural adjustment.*

***Stage 1: First Contact.** People approach a new culture with pre-conceived ideas about it and with feelings of excitement, curiosity and often some anxiety. Many students will expect, for example, that the teacher in our Canadian schools will hold the same exalted position of authority and respect which teachers enjoy in some other countries. Or, again, students will expect that instruction will revolve around lecture, copying and rote memorization as is the case in their country.*

***Stage 2: First Attempt to Adjust.** In behaving in the accustomed way in the new culture, newcomers are in conflict with their new environment. Students who stand at attention when the teacher enters the classroom or when called upon to answer a question become the brunt of the older children's amusement. Students who respectfully avert their eyes when an elder addresses them are considered painfully shy of self-assuredness and forthrightness. Confronting these situations leads to confusion and disorientation.*

***Stage 3: Confrontations Creating Stress.** Continual confrontation with the new environment leads to embarrassment, disappointment, frustration and stress. In school, students suffer because the situation shatters their sense of self, their feeling of security in their own worth. Often fatigue and withdrawal typify a student's reaction in*

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*English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs (Edmonton: Alberta Education, 1982).

this period, or extreme dependence on others from their own cultural and linguistic groups.

Stage 4: Adjusting . . . for Good or Bad. *As mentioned previously, there can be both functional and dysfunctional adjustments. Sometimes students express their frustrations through physical aggression or sometimes even by running away. More usually, though, students will pass from a period of withdrawal into a stage of assertiveness where they try new things, ask questions and begin to integrate new cultural strategies into their repertoire of behaviours."**

ESL STUDENTS IN THE CLASSROOM: CHALLENGES AND REWARDS

Whenever possible the teacher should capitalize on having ESL students in a regular classroom. The following statements describe some of the benefits these students bring to the classroom.

- English-speaking students will be able to watch and help new students from different cultures and language backgrounds to learn and to grow in a new environment.
- ESL students bring a wealth of knowledge about other countries to the classroom: real people, real treasures, religions, traditions and customs. This is a stimulating way to learn about people from other parts of the world.
- All regular classroom teachers have the privilege and opportunity to begin preparing students for a new life in a country characterized by a multilingual and multicultural society.
- Regular students have the opportunity to develop positive attitudes toward newcomers as the teacher steers their natural curiosity about differences into empathy, respect and appreciation of others.

Since adjusting to a new classroom can be a frightening and stressful experience for some ESL students, teachers can make it easier for their students if they use the following suggestions as a guideline:

- Accept the students warmly and sincerely.

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*Ibid., pp. 18-19.

- Assign a buddy for each new ESL student, possibly one speaking the student's own language initially, changing to English-speaking buddies when the ESL students begin to feel comfortable in the classroom. The buddies should be made aware that this is an important and prestigious role. Buddies may be changed each week or month or one student may become a permanent buddy. Another alternative is to have a different buddy for each subject.
- Do not overburden ESL students with extra assignments or unrealistic expectations. They are developing listening skills and processing the new language even when it appears they are not involved in what is going on. Adjust your expectations of ESL students' responses accordingly.
- Include the students in as many activities as possible, even when a lot of help may be required from buddies. It may be necessary for ESL students to copy the work of their buddies initially in order to feel part of the group.
- Begin a language development program as soon as the students feel at ease in the classroom and expect them to participate in unison chants, songs, readings, and small group discussions if only as a listener. Their only participation may be at a receptive level initially.
- Introduce reading and writing instruction in choral group reading using highly repetitious, highly rhythmical prose, poetry and songs. Commonly known folklore, much of which is universal, makes up a large part of English tradition and can form a bridge across cultures.
- Capitalize on the students' ability to read in their native language by helping them transfer appropriate learned skills and expectations to the English language where possible.
- Select and use a developmental language reading program when initial reading is in English.
- Encourage the students to speak, if only in their native language. They must be encouraged to retain their own language and culture and not to abandon it for English. Suppressing the use of their native language is demeaning since rejection of the language is rejection of the individual.
- Encourage ESL students to participate in classroom routines and duties. They can take turns as monitors, feed pets and set up audiovisual equipment: activities which provide excellent opportunities for language in meaningful context.

- Encourage ESL students to participate in playground activities. They may be familiar with some games already and could be requested to teach other students some of their native sports and games.
- Arrange meaningful activities for ESL students during times when they are unable to participate with the class. Recorded stories accompanied by pictures, language master cards, matching word picture games or recorded language development programs may be used for individual or small group activities.
- Ensure that ESL students have some time during the day on a one-to-one or small group basis with a teacher, teacher aide or parent volunteer where there is a direct emphasis on learning English. This program must begin with language based on the immediate language needs of the students. Instruction should focus on concrete referents and meaningful activities.
- Allow and encourage interaction between ESL students and their peers. Field trips, parties, lunches, movies, plays and other situations where relaxed and natural communication can be encouraged are good settings for meaningful and comprehensible interaction.
- Do not segregate ESL students for instruction on the basis of their native language and ethnic background.

MEETING THE PARENTS OF ESL STUDENTS

Every effort should be made by teachers to meet the parents or guardians of ESL students. An interpreter may be required to make the necessary arrangements as well as translate during the meeting. Meeting the family in their home can create a positive relationship between home and school. A subsequent meeting at school is important to introduce the family to the school environment and its activities.

Before meeting with the parents or guardians of ESL students teachers should:

- Ensure correct pronunciation of the student's name.
- Know of the geographic location of the student's homeland and be somewhat aware of the political, social and religious features of the culture.
- Understand and respect the importance of maintaining the first language in the home.
- Respect the right of the family to maintain as many of their cultural traditions as they choose.

- Acknowledge the multicultural fabric of Canadian society as a valuable and unique national resource.
- Understand that the parents of ESL students may be going through various stages of culture shock as well.
- Be aware that Alberta schools may be very different from those the parents are familiar with and that they may question the goals and objectives of education and have little respect for the instructional strategies and accepted behaviours of students in Alberta schools.

While meeting with the parents of ESL students, teachers should:

- Be warm and sincere.
- Be aware of "where the family is at" and make suggestions of what can be done within that framework to assist their child in succeeding in school.
- Discuss the student's progress in a positive manner.
- Bring examples of the student's work and explain the learning that is taking place.
- Encourage the parents to take an interest in and value the school work that their child brings home.
- Encourage the parents to listen to their child read his/her stories and books.
- Invite the family to participate in school activities, concerts and festivals.
- Stress the importance in telling and retelling stories, legends, poems, chants and songs to their child in his language.
- Encourage the parents to read regularly to their child in his language.
- Acknowledge the importance of maintaining their language and cultural traditions so the student will have positive feelings about himself.
- Deal with the importance of multiculturalism in Canadian society when it is appropriate to do so.
- Make the parents aware that their attitudes toward the dominant society, school and language are crucial to the child's success.
- Encourage the family to explore and to participate in as many aspects of community life as they can. These experiences will contribute to a successful educational experience.
- Explain to the parents and extended family members the importance of learning English in order to participate in Canadian life with their child.

SECTION II

MEETING THE NEEDS OF ESL STUDENTS

ESL students benefit by placement in a regular classroom. However, because of cultural and linguistic differences, some understanding of the special needs of ESL students is beneficial. Current research identifies factors that will capitalize on classroom placement and a type of language learning environment that will maximize language acquisition. ESL students also represent widely varying ranges in abilities, as well as different learning styles, cultural backgrounds and educational experiences. These factors all need to be considered in order to meet the special needs of ESL students.

APPLICATION OF RESEARCH FINDINGS TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE*

Some of the findings of recent second language acquisition research studies can be applied to the instructional program in those classrooms with students requiring English as a second language. Research is important for teachers because it investigates which solutions work best for which problems, in which situations, with which learners. The more teachers know about research findings, the more effective they can be in planning, implementing, and evaluating their programs. The following statements are applications of research findings to the teaching of ESL.

Because second language learning is similar to first language learning, teachers should:

- Expect errors and consider them as indicators of progress through stages of language acquisition.
- Respond to the intended meanings students try to communicate rather than correction of errors.
- Provide highly contextual and action-oriented activities to clarify meanings and functions of the new language.
- Begin with extensive listening practice, and wait for the students to speak when they are ready.
- Avoid repetitive drills and use repetition only as it occurs naturally in songs, poetry, games, stories, and rhymes.

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*Based on two articles by Anna Uhl Chamot: "Applications of Second Language Acquisition Research to the Bilingual Classroom," Focus, no. 8 (September 1981) and "Toward a Functional ESL Curriculum in the Elementary School," TESOL Quarterly 17, no. 3 (September 1983).

- Provide content which is meaningful.

Because social and affective factors, and differences in cognitive learning styles influence second language learning, teachers should foster positive, caring attitudes between ESL and native-English-speaking students by:

- Planning for small-group and paired activities to lessen anxiety and promote cooperation among all students.
- Providing for social interaction with English-speaking peers.
- Varying methodology, materials, and types of evaluation to suit different learning styles.
- Building understanding and acceptance of cultural diversity by discussing values, customs, and individual worth.

Because the appropriate type of input is necessary for second language acquisition to take place, teachers should:

- Ensure that they model language that is meaningful, natural, useful, and relevant to the students.
- Provide language input that is a little beyond the students' current proficiency level, but can still be understood by them.
- Plan for a variety of input from different people, so that students learn to understand both formal and informal speech, different speech functions, and individual differences in style and register.

Because academic competence in a second language is dependent on successful acquisition and maintenance of the mother tongue as well as pride in the cultural heritage, teachers should:

- Provide a school atmosphere which fosters pride in the students' native languages and cultures.
- Actively encourage mother tongue maintenance in the home and community.
- Provide parents of ESL students with various strategies to promote the academic development of the students' first language.
- Implement into all areas of the classroom curriculum relevant cultural experiences that reflect the students' heritages.

Because for some ESL students cognitive-academic language proficiency may take a number of years after basic communicative language skills are mastered, teachers should ensure that the following points have been followed in the instructional plan:

- Identify the specialized language and concepts required in the content areas.
- Ensure that the students understand the related concepts.
- Provide learning activities that will aid in concept development (see Section V).

- Ensure sufficient concrete experiences and activities to support the language and concept development.
- Explore the possibility of heritage language classes where the concept can be taught and subsequently transferred to the target language (i.e., English).

THE LANGUAGE LEARNING ENVIRONMENT

ESL students need an environment that is rich in language experiences. They must be given ample opportunities to hear language presented to them naturally in context. ESL instruction which focuses on providing a learning environment which entices students to sample the language at every turn will be the most successful in assisting them to acquire the language as quickly and efficiently as possible.

Language acquisition requires the fostering of an environment in which:

- ESL students are immersed in language learning activities including viewing, listening, speaking, reading and writing.
- Language learning activities are purposeful and meaningful to the students.
- Language approximations given by students are accepted and appreciated since language learning is developmental; with practice and experience the approximations of students in spoken language will come closer and closer to the expected standard.
- Trust and belief in the ability of students to be successful language learners is exhibited at all times.
- The language of teachers, peers, and good literature are provided as models from which ESL students can develop an ever-increasing intuitive understanding and use of language.
- A variety of experiences is fostered with non-verbal and verbal mediation to ensure that students are aware of likenesses and differences, repeated patterns, growth, change and continuity.
- ESL students are made aware of the functions of language as communication between speaker/listener or reader/writer, and thus listen and read for meaning.

"In summary, then, developmental learning, of which the acquisition of spoken language is a special case, would seem to have the following major characteristics:

The learning begins with immersion in an environment in which the skill is being used in purposeful ways. Readiness is timed by the internal 'clock' of the learner.

The environment is an emulative rather than an instructional one, providing lively examples of the skill in action, and inducing targeting activity which is persistently shaped by modelling and by reinforcement.

Reinforcement contingencies, both intrinsic and extrinsic, approach the ideal of immediate rewards for almost every approximation regardless of the distance of the initial response from the perfect 'correct' response.

Bad approximations - those moving away from the desired response - are not reinforced.

What aspect of the task will be practiced, at what pace, and for how long is determined largely by the learner. Practice occurs whether or not the adult is attending, and tends to continue until essential aspects of the task are under comfortable, automatic control.

The environment is secure and supportive, providing help on call and being absolutely free from any threat associated with the learning of the task.

*Development tends to proceed continuously in an orderly sequence marked by considerable differences from individual to individual."**

LEVELS OF RESPONSE - RECOGNITION, RECALL AND PRODUCTION

Various levels of response are another aspect of learning which must be considered in ESL instruction. As learning takes place students go through the levels of recognition, recall and production in their ability to respond to questioning. Recognizing these levels will enable a teacher to understand her students better and design lessons more effectively. The level at which a student is functioning is best recognized in his response to various types of questions. At a recognition level, responses are only "parrot-like" oral responses or responses contained explicitly in print. At this level the ESL student is developing meaning for the speech and print that is encountered. The recall stage is characterized by the student's ability to retrieve information from memory or from previous passages in order to construct responses to questions. The final or production level of response requires reconstruction and reorganization of basic information in a new situation.

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*Don Holdaway, The Foundations of Literacy (New York: Scholastic, 1979), p. 23.

A student may be functioning at a production level in one subject or topic while still at a recognition level in another. Thus a student who is easily able to perform a task at the recognition level may not be able to perform adequately in the same material when a recall or production level response is required.

Recognition of the variation in student response levels required by different tasks is particularly crucial for an ESL student and has implications both in placement procedures and in planning for instruction. There would, for example, be an inevitable mismatch between a student's performance on a standardized test requiring recognition level responses (often found on placement tests) and oral and written classroom tasks where recall and production response demands are made. In oral and written questioning, extreme care must be taken to match the student's level of response. Should a production level question be too difficult it would be necessary to lower the level of the response required. For example, if a student could not answer the question, "What would you use a comb for?" (production level), it might be reworded as, "Would you use a comb to: (a) eat with, (b) smooth your hair with, or (c) play with?" (recall level) or "Is this a comb?" (recognition level).

ACCOMMODATING DIFFERENT LEARNING STYLES

ESL students, like other students, have differing personalities, mental abilities and educational experiences which influence how they learn. Some have a systematic or analytical approach to problem-solving and general learning skills while others take a holistic approach. These differing styles of learning require particular attention by ESL teachers when a student's approach to an activity or assignment appears incongruent with the demands of the task. This does not mean that every lesson should be tailored to fit the learning style of a particular student but it will require redesigning a lesson if a student has difficulty with it.

MEETING THE NEEDS OF ESL STUDENTS WHO HAVE HAD LIMITED LANGUAGE DEVELOPMENT EXPERIENCES IN THEIR FIRST LANGUAGE

Teachers need to be aware that some ESL students may not have had the benefit of experiences which enhance language learning prior to entering our schools. If an ESL student has had his education seriously interrupted or has come from a background in which literacy skills are not emphasized, it is possible that he has had little or no experience with activities such as being read to in the first language. Similarly, he may have missed the first few years of formal schooling. If he has had few of the successful and rewarding experiences of early childhood, it is possible that he harbours feelings of frustration about learning in general.

In such cases, it is essential that the teacher become aware of this and make the necessary adjustments in the student's program. The first step would be to lower the academic expectations of the student and to concentrate on helping the student develop those skills which help to make his school experiences stimulating and rewarding.

Teachers should be encouraged to familiarize themselves with the student's assessment forms in order to ascertain his educational background. This will be informative in attempting to understand student performance.

SECTION III

DIMENSIONS OF LANGUAGE AND INSTRUCTIONAL IMPLICATIONS

NATURE OF LANGUAGE

Language enables us to communicate with others. We use it automatically, seldom giving the process much thought. Upon closer examination, we discover that language is one of the most rigidly complex and intricate of human activities. It is embodied in a system that has rules for using sounds and combinations of sounds to produce the words, phrases, sentences, and discourse of language both in oral and written form.

The following statements about language are presented for the purpose of recalling for teachers some language traits which have relevance for ESL instruction.

- Language is human. Only human beings possess the unique ability to express abstract thought symbolically. All normal children grow up speaking the language of their environment.
- Language is symbolic. It consists of sounds which stand for ideas and objects. Words expressed orally or in written form are distinct from their referents. For example:*

referent	sound	written word	referent	sound	written word
	/hors/	*horse*		/brænč/	*branch*

- Language is a structured system. It has recurring patterns which are meaningful to its users. It has sounds and combinations of sounds (phonology). These sounds are grouped together to form words (morphology). Words are arranged in a particular order which follows accepted rules of grammar. Words thus arranged give rise to sentences (syntax) which convey meaning (semantics).
- Language is arbitrary. There is no inherent relationship between symbols or words and their meaning. Why does the word "flower" mean what it does in English? We don't know why but we accept that certain words are associated with certain objects (e.g., flower) or concepts (e.g., warm) in our environment. Hence we label objects and concepts in order to be able to refer to them in our communication with each other.

*M. Finocchiaro, English as a Second Language: From Theory to Practice, 2nd ed. (New York: Regents, 1977), p. 6.

- Language is social. It permits people in a community to communicate with each other orally and in writing. It is based on a code shared by the community and therefore reflects the unique characteristics of the community in which it is used.
- Language is culturally transmitted. Although human beings are born with the neurological and physiological ability to speak, it is only by hearing language spoken around them in a meaningful and interactive situation that they begin to speak themselves.
- Language is culturally bound. Members of a particular culture express themselves through the medium of language in a manner unique to their shared experiences and ideas. Different words and expressions can convey shades of meaning that have cultural connotations. For example, Inuit people have many different words for snow.
- Language can be in the form of non-verbal communication. Quite often, this process of interacting is also culturally bound. People communicate by gesturing and grimacing, groaning, or maintaining a particular distance from those with whom they are communicating. Kinesics is the study of gestures, grimaces, etc., made in speaking; proxemics is the study of "distances" between those interacting with each other; and paralinguistics is the study of non-articulated sounds. Each of these components of non-verbal communication can be manifestly different from one culture to another.
- Oral language is considered primary. It is believed that man's first means of communication was oral. All groups of people have a spoken language. They learn to speak their language before they learn to read and write it. Some never learn to read and write their language. Oral communication transcends mere word meaning. It includes the elements of sound, intonation, grammar, and situational/cultural content, and is often accompanied by gestures. Hence speech involves the total perception of all of these elements of language.
- Written language is considered secondary. It was developed long after spoken language existed. Although written language is derived from speech it is somewhat autonomous because it is based on the written code, not the spoken code. There are a number of languages for which no written code has been developed.
- Every language in the world is sufficiently complex and complete to enable its speakers to express themselves physically, emotionally, and intellectually as they carry out their daily activities.

- Everyone speaks a particular dialect of a language and everyone's speech is characterized by an accent. It is merely through some political and/or economic circumstances that one of these dialects has emerged as the standard dialect. One dialect is not necessarily linguistically better than another.
- All languages change over time and it is for this reason that they are labelled "living languages." The earlier forms of a language are no more correct or grammatical than the form used at present.
- All languages are different but no language is inherently difficult. Languages permit human beings to communicate with each other and their environment in unique ways. However, any normal child who has reached school age can achieve a basic control of the language of his environment.
- Language is creative. An infinite number of utterances can be produced from a finite set of syntactic rules. The speaker, however, must follow the rules established by the linguistic system of the community.
- Language is characterized by different levels of usage depending upon the relationship of the speaker and listener. These levels of usage can be called registers. Registers refer to the variations in language insofar as pronunciation, grammar, and vocabulary are concerned. People use different registers which are appropriate to different professions or jobs, situations (formal or informal) and modes (speaking or writing).
- Language is functional. There are numerous models which describe the functions of language. One model that is commonly referred to was developed by M. A. K. Halliday,* who proposed that "children intuitively know how to use language for a variety of purposes," and that "once we interpret the notion 'uses of language' we find that it gives us an insight into the way language is learnt and, through that, into the internal organization of language, why language is as it is."

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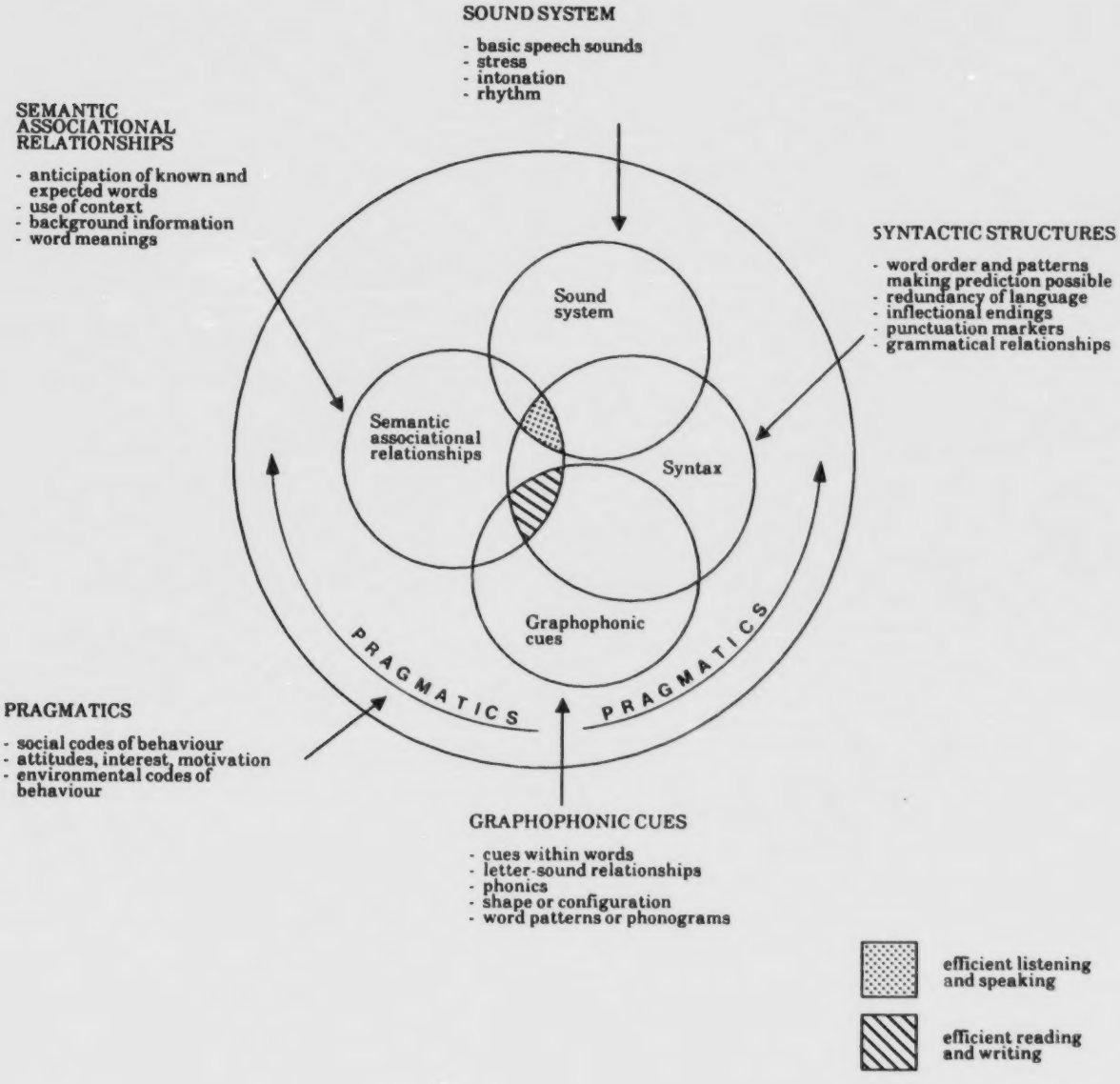
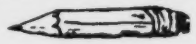
*M. A. K. Halliday, Explorations in the Functions of Language (London: Edward Arnold, 1973).

COMPONENTS OF COMMUNICATION*

The following model shows the interrelatedness of the sound system, semantic associational relationships, syntactic structures, graphophonic cues and pragmatics. (An example of how these five components of communication relate to second language acquisition is described in Section IV, "Activity 6.")



*Adapted from P. David Pearson, "A Psycholinguistic Model of Reading," Language Arts 53, no. 3 (March 1976): 309-14.

Sound System. The sound system components in the preceeding model refer to the sounds and sound patterns of the language. More significantly, they provide the framework for putting together sounds, sound patterns and sound sequences to convey concepts or "meanings" when a language is spoken. The relationship between sounds and their meanings is arbitrary. For instance, students learn that when they hear the word "pencil" spoken the sounds in the word signify the concept  . The sound system also includes the stress, intonation and rhythm patterns of the language.

Semantic Associational Relationships are those relationships within a language which establish meaning for the user - meaning which is constantly expanding and developing in contacts made with language and the world. ESL students sometimes fail to comprehend the English language because they lack the experiences necessary to expand their concepts and general information. They will have had different life experiences from the cultures represented in Canadian life or school texts. **Language development is affected by meager and/or different backgrounds of experience, inadequate concept development or lack of general information.** Although a student may be able to say or read words, these words may be meaningless nonsense if the student does not know what concepts they represent. The teacher must provide an educational program containing a wide variety of experiences and the appropriate verbal and visual mediation to ensure meaningful development of concepts.

Syntactic Structures include interrelationships of word order, tense, number and gender. The native language of ESL students is frequently different from the structure heard and read in English. To help students acquire the patterns of speech in the English language, teachers should provide many opportunities for them to hear and use English in various situations. One way this may be done is by choosing reading materials which are meaningful, repetitious, rhythmical and well illustrated.

Graphophonic Cues. Graphophonic relationships refer to the relationship between the sounds of language and their written representation. This includes cues within the words such as patterns of letters and sounds, phonics and basic sight word development. It is essential for ESL students to develop this aspect of language in a reading program using meaningful, real language contexts. Instruction using phonograms, in the context of structure and meaning, is an effective way to teach the sounds of the English language. (Refer to Section IV, "Activity 9" for an example of a teaching lesson on phonograms.)

Pragmatics. Pragmatic relationships are those relationships that have a great impact on the total effectiveness of communication. This includes appropriate behaviour and language while interacting with others.

Different culturally determined behaviours that may have been effective for communication in the ESL students' native language milieu may be inappropriate in their new environment (i.e., eye contact, physical proximity, gestures, silence, etc.). As ESL students try to acquire meaning from the English language and as they attempt to communicate, their use of English is often at first inappropriate. The motivation, interest and attitudes of ESL students will greatly affect their behaviour and language development. To assist students in this aspect of their language development, teachers must create a warm, positive, non-threatening learning environment to enhance social adaptation and language acquisition. They must also provide many opportunities for the students to become familiar with and to utilize formal and informal English and to practice effective social interaction.

INTEGRATING THE STRANDS OF THE LANGUAGE ARTS SKILLS: VIEWING, LISTENING, SPEAKING, READING AND WRITING

The process of learning a language involves the mastery of a series of skills within the strands of an integrated language arts curriculum. These strands are: viewing, listening, speaking, reading and writing. Although each strand has skills which can be isolated for more accurate identification, it is important to note that language learning transcends these skills. It occurs in such a way that the skills are learned as parts of a whole. As ESL students hear the language they attempt to say it. They learn to read what they are saying and write what they are hearing and reading.

Viewing, listening and reading are considered receptive skills whereas speaking and writing are considered productive skills. Although the receptive skill of listening precedes the productive skill of speaking, it is not beneficial to the student to teach these skills in isolation or in a specified sequence. Every effort should be made to teach these skills as part of an interrelated whole. Lesson planning should aim at giving students an opportunity to practice all or nearly all of their language skills in concert (i.e., chanting, singing, paired and radio reading).

It is also essential that instruction focus on providing ESL students with comprehensible input. Language activities should be planned in such a way as to encourage the active participation of students at all stages of language growth. During the initial "silent phase" students are processing language internally even though there is little evidence of that externally. Every effort should be made to provide instruction

which maximizes their ability to understand, assimilate and eventually creatively reproduce in speech and writing what they hear, see and read.

VIEWING

Language learning depends on conceptualization. Viewing is essential to promote conceptualization in the language learning process. Unless ESL students understand the meaning or need to use particular language structures, language learning is extremely difficult. It is important, therefore, to use an abundance of visual aids in the ESL language program. It is also important to understand that ESL students are learning the language by interpreting the non-verbal communication around them. All of this is facilitated by a program which:

- Uses pantomime before or during verbalization.
- Capitalizes on the use of facial expressions, voice tone, pointing, etc., to demonstrate meaning.
- Uses modelling of behaviour for others to copy.
- Uses perambulation, waving, smiling, holding by the hand, etc., to emphasize meaning of expressions.
- Uses books, art, music, dress, crafts, etc., to express cultural ideas.
- Stimulates concrete exploration, investigation and experimentation.
- Uses diagrams, maps, mathematics and rituals to promote meaning.
- Uses meaningful games, puzzles, and magic acts as language stimulants.
- Uses photographs, sculptures, monuments and memorials as instructional aids.
- Uses films, filmstrips, overhead projectors, slides, pocket-chart stories, songs and poems extensively.

LISTENING

In time ESL students will use the language of their teachers and peers and will use good literature as a model. A program which capitalizes on this fact will provide a learning environment which includes:

- Extensive verbal exchange between teacher and students.
- Frequent participation in group activities where ESL students hear their peers interact.
- Participation by ESL students in as many regular classroom activities as possible.
- Encouragement of ESL student participation in extra-curricular activities.

- Periods during each day when students are read to by the teacher, teacher aide, a volunteer, or a work experience high school student, from predictable, repetitive stories and poems, familiar fairy tales, and nursery rhymes.
- Daily oral reading by the teacher to all students.

SPEAKING

Oral language instruction focuses on the functions of oral language and thus centres on meaning. A program to ensure meaningful uses of oral language would include:

- Functional activities such as giving instructions and directions.
- Discussion activities such as solving class problems.
- Brainstorming and categorization activities.
- Discussion and predicting while reading. (Refer to the sample unit on social studies in Section V, "Activity 1: Outlining Lesson Plan.")
- Reporting to other students about field trips, past experiences, and information gathered on projects.
- Using wordless picture books and story cards to tell, dramatize or write stories.
- Supplying picture words in a rebus story read by a teacher aide, volunteer or teacher.
- Participating in everyday classroom activities, such as:
  - informal conversation,
  - peer tutoring techniques (refer to pp. 80-83).
- Viewing videotape recordings of model situational dramatization, favourite folk tales and songs.

READING

Reading instruction for ESL students, as is the case for all students, must include an equal emphasis on all aspects of the reading process: semantic-associational, graphophonic and syntactic relationships. ESL students will however require more use of visuals and opportunities to participate in experiences that ensure development of meaning.

Instruction based on these premises will use materials incorporating whole, rhythmical, repetitious and meaningful language, and good illustrations. A learning environment which fosters this emphasis in all aspects of language would:

- Show students that reading is a process of predicting, confirming and integrating

using cloze techniques.* (See Shared-Book Experience Lesson in Section IV for examples on how to use cloze techniques.)

- Demonstrate that in order to be successful the reader must make use of his semantics (knowledge of word meanings), syntax (word order knowledge) and graphophonics (sound-symbol relationship). (See Shared-Book Experience Approach in Section IV.)
- Include oral reading practice; incorporate supportive activities such as chanting, choral reading, dramatic reading and songs.
- Include silent reading practice which involves individual activities such as Uninterrupted Sustained Silent Reading (U.S.S.R.)** and reading to support predictions. (Also see McCracken.***)
- Include a variety of reading materials to suit various purposes:
  - reading in the content areas such as science and social studies,
  - functional reading such as timetables,
  - fostering reading for enjoyment using songs, stories and poems.
- Ensure that individual oral reading will be primarily for the purpose of diagnosis to determine the student's strengths and weaknesses. Individual assessment should be done in a conference situation where miscues are interpreted qualitatively and used as a source of information to determine the most appropriate program for the student.
- Include daily oral reading to the students by the teacher.
- Ensure that slides, films, filmstrips and videotape recorded versions of folklore, repetitious, rhythmical stories, poems and songs comprise a part of the instructional program.

WRITING

Writing should be an integral part of the language program. Written communication is both the giving and getting of ideas. Ideas are received through the

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*Cloze is the technique of deleting words, phrases or parts of words which the student is expected to predict. For example: rebus words where a picture replaces a word; oral cloze where the student replaces or predicts words in a passage read by the teacher; story telling cloze where the teacher reads a story and students supply content or function words; printed cloze where students predict words, predict sounds, predict phrases.

**Students and teacher each choose and read a favourite book or article. A set period of time is allotted each day for this silent reading practice. Exciting parts of a story could be shared but enjoyment of the uninterrupted time to read is the main idea of the activity.

***R. McCracken and M. McCracken, Reading Is Only the Tiger's Tail (San Rafael, CA: Leswing Press, 1978), pp. 151-54.

senses of hearing and sight (listening and reading). Ideas are also expressed through speaking, writing and acting. All parts of the communication process must be experienced by students. Writing requires spelling, and spelling requires phonics. Writing instruction based on these interrelationships will be facilitated by an environment in which:

- Extensive discussions are included to present and develop ideas. Such discussions might follow a film, field trip, record, story, song or poem.
- Recording of ideas from oral discussion is encouraged (on the blackboard, on cards or on sentence strips).
- The teacher reads to the students every day.
- Charts of poems, songs and prose are provided and read often by teacher and/or students in chants which expose students to standard literary English from which structure can be drawn for writing and speaking.
- A verbatim record is made of a student's comments about a picture he has drawn or an activity he has performed, as a part of early reading/writing experience. (Refer to Section VII for tutoring techniques.)
- Ideas or word books are displayed to help students with proper spelling and to provide them with words and phrases they may refer to when writing. These can be individual word collections or lists posted in the classroom.
- Phonics is taught to enable students to spell. This entails the relationship between sounds of speech and the symbols, sequencing of these symbols, and acquisition of spelling patterns. These sounds, sequences, and patterns must be drawn from key words, meaningful prose, and rhythmical prose, poetry and songs.
- Meaningful writing practice includes writing letters, notes, reminders, log books, journals, diaries, posters, or announcements.
- Writing is a creative outlet for poems, stories and songs.
- Group writing activities include group books (each student contributing a page), group stories (may be modelled on old favourites), group paragraphs (could be a report of a field trip), and research projects.
- Individual writing activities become more prominent as students become more proficient in writing. Such activities include rewriting stories, writing stories and poems, writing new words to songs, research report writing, newspaper articles, letters, essays, key stories based on very meaningful subjects for students, or notes to the teacher or other students.

SECTION IV

INSTRUCTIONAL APPROACHES WHICH FACILITATE LANGUAGE DEVELOPMENT

Our knowledge of language and language acquisition indicates to us that creating relevant and meaningful situations whereby students are exposed to language in the most natural way facilitates their acquisition of the language. It is the task of the teacher to use this knowledge and provide an environment in which students can acquire the language by being immersed in it.

This section describes three approaches to language development that are effective for both first and second language learners: the **Language Experience Approach,** the **Shared-Book Experience Approach,** and the **Thematic Approach.** Each of these approaches is appropriate because the teacher can adapt the lessons to suit the interests, age and language levels of students by choosing different types of learning resources.

THE LANGUAGE EXPERIENCE APPROACH

The language experience approach to reading is based on the premise that students learn to read the language which they speak. Students are guided by the teacher to dictate stories based on their activities in and out of school. The teacher then reads the story with the individual student or students in a small group or with the class as a whole.

The language experience approach is based on the following ideas:*

1. what students think about they can say;
2. what they say can be written or dictated;
3. what has been written can be read; and,
4. students can read what others have written.

The language experience approach lends itself very well to ESL instruction because of its emphasis on oral language. However, there is one very important distinction. Beginning ESL students usually have not developed sufficient fluency in the language to be able to tell a story. Hence, the teacher has to provide a great deal of direction in the first stage of creative construction. Initially, she has to provide many opportunities for oral communication. She must strive to create a classroom environment which entices students to speak. As students begin to answer questions and attempt to share their ideas, they are in effect, experimenting with the words, phrases

*Adapted from Miles V. Zintz, The Reading Process (Dubuque, Iowa: Wm. C. Brown Co., 1971), p. 89.

and sentences which they have been hearing around them. They are ready to dictate their thoughts but they will need assistance.

This assistance should be in the form of opportunities to participate in writing activities which are guided by the teacher. Such activities could include opportunities to:

1. copy familiar material by employing cloze methods, i.e., nursery rhymes, short rebus stories;
2. write group compositions; and,
3. substitute and expand within familiar group compositions.

As students become more confident about sharing their ideas, they will begin to share their thoughts and dictate short stories. As with the controlled writing, the students need to read the stories they have authored many times (with the teacher, chorally or individually). Some of the stories thus written are the shared stories of the entire class, while others may be individual stories.

The students and teacher can co-author many such stories and shared experiences which can be recorded on related illustrations, in booklets and on charts. Eventually, students will not need the assistance of the teacher and will be able to dictate stories entirely on their own. At some point when this occurs, the students will begin to recognize errors in their own dictations and point them out to the teacher. This signals an important step in the language learning process.

It should be noted that it is in the rereading of their own work that students first begin to correct themselves. This is one reason why it is very important to plan the ESL program in such a way that, from the outset, students read what they have written. Initially, it helps them to read and understand what they are writing. Later, it creates opportunities to refine their own language as they become more proficient.

Teachers may wish to add another dimension to this approach by recording some of the stories on tape or by having the students record their own stories on tape. Students will then have the opportunity to listen to their own voices. In time, they will also begin to correct their own pronunciation.

The language experience approach integrates the various components of language in the learning process. It encourages ESL students to practice all the language skills in meaningful ways. Students model the language they hear, they read the language they speak and then again hear the language they have spoken and written. It is a thorough and effective way to teach oracy and literacy to ESL students.

TEN SAMPLE LESSONS USING THE LANGUAGE EXPERIENCE APPROACH

ACTIVITY 1: BEGINNING READING AND WRITING

Objectives:

- Students will be able to give written and oral personal information about themselves: name, age, grade, address, sex and teacher.
- Students will contribute to a group composition.

Materials:

- Suitable pictures, chart paper, individual student booklets, polaroid camera (optional).

Method:

1. Discuss with students how they may describe themselves giving basic information about their name, grade, age, sex, etc.
2. Have students draw a picture of themselves in their booklet or take a picture of each other using a polaroid camera to obtain instant photographs.
3. Write a group composition on the blackboard or on chart paper using one of the students in the composition. The following may serve as a guide for the composition: "My name is Hung. I am a boy. I am in Grade 2. My teacher is Mrs. Wilson."
4. Read the composition to the students and then have the students read it with you chorally.
5. Help each student make his own "story" about himself substituting his own name, age, etc., based on the prototype composition. Have each student record his story in his own personal booklet, which will be used in his beginning reading program. Read the story with the student many times.

Adaptations and Extensions:

- Make other stories in the same manner on topics such as "My Classroom," "My Family," "My Brother," "My School," "Snow," "Thanksgiving," etc. Reread the stories many times with the students. Read with them. Do not force students to read them individually until they are ready to do so.

ACTIVITY 2: USING EXPERIENCE CHARTS

Objective:

- Students will dictate a story based on an activity or personal experience.

Important Features of Experience Charts:

1. The student can express what he has experienced, can see his language in written form, can hear his language read by himself and others, and can read language that is familiar to him.

2. What is written on the chart is familiar to the student. It is meaningful to him because it is a part of his experience and his language.
3. Group reading is supportive.
4. Experience charts allow the student to observe the relationships between thought and oral and written language.
5. The student focuses on chunks of meaning rather than processing individual letters and sounds.

Method:

1. After a field trip to the circus, fire station, supermarket, etc., or a classroom activity such as planting a seed, the shared activity is discussed.
2. The students' ideas are recorded on the chart paper as they are spoken. The teacher may ask questions in the early stages.
3. As the story is written the teacher may say things such as, "I must use a capital letter for the first word in the sentence," or, "This is the end of the sentence so I will put a period here."
4. The teacher reads the story as she points to phrases on the chart.
5. The ESL students read the story together:
   - echoically, repeating after the teacher,
   - chorally with the teacher,
   - chorally or independently without the teacher.

Extension Activities for Experience Charts:

A Plant for Mother

First we put dirt into the flower pot.
Then we made a hole and planted the roots into the hole and pressed.
Then we put water into the plant and put it out in the sunshine.

Buu, Age 12

1. For graphophonemic development the teacher points to the word and says the name of the word. She asks the students to find and say other words on the experience chart that have the same first sound. For example, point to the word "put" and say it; ask the students if they can find other words with the same first sound.

2. For sight word development the students can match words on prepared cards with words on the chart.

plant	*dirt*	*water*	*sunshine*	*roots*

3. Sequencing of the steps can be done by cutting the sentences into strips and having students place the sentence strips in order in a pocket chart.
4. Syntax mastery can be evaluated by cutting a sentence into words. Students can then arrange the words in meaningful word order in a pocket chart.
5. The story can be duplicated and illustrated by each child and placed in the reading folders.
6. A cloze activity can be used to evaluate the students' comprehension of the story.

A Plant for Mother

First we put _____ *into the flower* _____.
Then we made a _____ *and planted the roots into the hole and* _____.
Then we put _____ *into the plant and put it out in the* _____.

ACTIVITY 3: USING FILMS/WORDLESS FILMS

Objectives:

- Students will relate oral and written accounts of films.
- Students will use oral/aural skills to transfer language to the written form.

Materials:

- Two sample films are "The Ugly Duckling" and "Sand Castle."

Method:

Use the movie as a stimulus.

1. Develop oral communication skills. Discuss the title of the film and what might be expected in the film.
2. Brainstorm words which might relate to the topic of the film.
3. View film.
4. Discuss the relationship of anticipated content and actual content of the film:
   - evaluate anticipated words adding to and deleting,
   - categorize words where appropriate.
5. Dramatize where appropriate.
6. Write language experience stories as described in Activity 2.

7. **Read the composition echoically, chorally, or in pairs.**
8. **These stories may be bound, taped and placed where they can be reread.**

Examples of Films/Wordless Films:

Sand Castle.

Long long time ago there was a place were sands. But there were no one live.

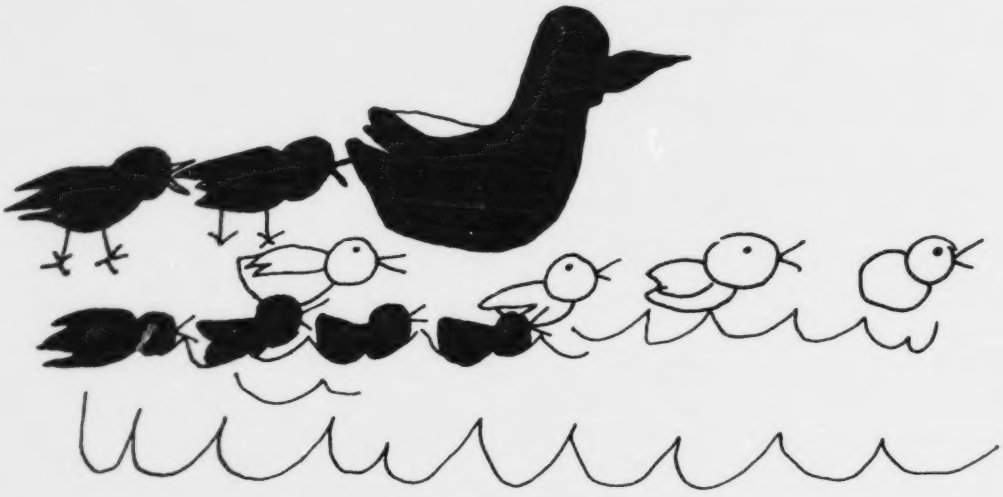
Suddenly a man like an indian come out from the high hill. He thought he could make some people or animals. So he did. First he made snake, an elephant, pig, start fish, alligator, dinosaur. When he done, he told them to built a sand castle. And So they did it. Suddenly a hard wind blew and blew. The castle's fence fell so did the castle and the sand covered all the animals and people and then there was peace.

by Buu Phung
Wed. 21
Age 12

The Ugly Duckling

I liked the movie because it was a good story.
The pictures were good.

Lien, Age 6
(Dictated by student.)



ACTIVITY 4: TEACHING LANGUAGE USING REPETITIVE, RHYTHMICAL LITERATURE

Objective:

- **Students will learn the form and structure of language using literary forms as models.**

Important Features of Repetitive Literature:

1. **The repetition of sounds and rhyming words that are characteristic of this type of literature reinforces graphophonemic skills.**
2. **Semantic ability is developed through variations in content using the same forms.**
3. **Syntactic skills evolve through repetitions of sentence patterns in new contexts.**
4. **The rhythm and repetition provides models in a natural context for students to use in their speaking and writing.**

Materials:

- **The book Brown Bear, Brown Bear by Bill Martin Jr.,* sentence strips, story on chart paper, cloze activity on overhead transparency, student cloze booklet, word cards, three pictures of each animal.**

Method:

1. **Read the story to the students, encouraging them to join in as they understand the structure.**
2. **Echo read (see pp. 80-81) with the students, then read the story chorally.**
3. **Using the wall chart story, chant together.**
4. **Using pictures in place of the animals on the sentence strips, the students read the story together.**
5. **Pass out the word cards and the students will replace the pictures with words and read together.**
6. **Using the overhead transparency of the cloze activity, read the story as a group.**
7. **Students complete their cloze booklet. (See sample pages of student booklet on pp. 32-33.)**

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*Bill Martin Jr., Brown Bear, Brown Bear (Toronto: Holt, Rinehart and Winston, Inc., 1967).

Extension Activities:

1. Develop with the students the frame from Brown Bear, Brown Bear:

   _____ _____, _____ _____,

   What do you see?

   I see a _____ _____

   Looking at me.

2. Brainstorm words on a theme to be developed (e.g., Halloween), from a story that was read (e.g., The Very Hungry Caterpillar*), or from a field trip (e.g., a spring walk).

3. For beginner students, a teacher-prepared "big book" can develop additional concepts using the familiar pattern. For example:

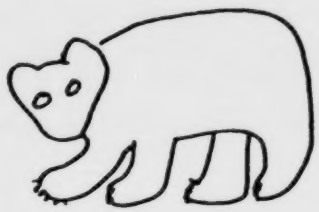
   Big elephant, big elephant,
   What do you see?
   I see a small mouse
   Looking at me.

   Small mouse, small mouse,
   What do you see?
   I see a tall giraffe
   Looking at me.

   Tall giraffe, tall giraffe,
   What do you see?
   I see a short boy
   Looking at me.

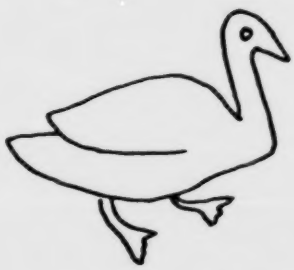
*Eric Carle, The Very Hungry Caterpillar (New York: Philomel, 1969).

Brown Bear, Brown Bear: Cloze Activity

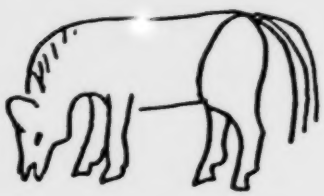


Brown bear, _____ _____,
What do you see?

I see a red bird
looking at me.
Red bird, _____ _____,
What do you _____?



I see a yellow _____
looking at _____.
Y_____ _____, _____ _____,
What do _____?



I see a blue _____
looking _____ _____.
B_____ _____, _____ _____,
What _____ _____ _____?

Brown Bear, Brown Bear: Extension

The Halloween Night *story by Sean*	*Skeleton, skeleton,* *What do you see?* *I see a good witch* *Looking at me.*
Good witch, good witch, *What do you see?* *I see a jack-o-lantern* *Looking at me.*	*Jack-o-lantern, jack-o-lantern,* *What do you see?* *I see a scary ghost* *Looking at me.*
Scary ghost, scary ghost, *What do you see?* *I see a haunted house* *Looking at me.*	*Haunted house, haunted house,* *What do you see?* *I see _____* *Looking at me.*

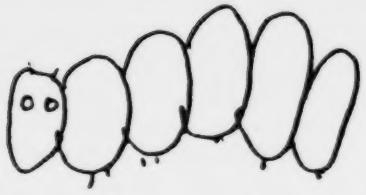
Brown Bear, Brown Bear: Extension

THE VERY HUNGRY CATERPILLAR

White egg, white egg,
What do you see?
I see a tiny caterpillar
Looking at me.

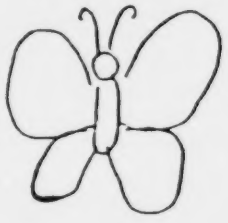
Tiny caterpillar, tiny caterpillar,
What do you see?
I see a fat caterpillar
Looking at me.

Fat caterpillar, fat caterpillar,
What do you see?
I see a brown cocoon
Looking at me.



Brown cocoon, brown cocoon,
What do you see?
I see a beautiful butterfly
Looking at me.

Beautiful butterfly, beautiful butterfly,
What do you see?
I see children
Looking at me.



Sang Vong, Age 6

Note: After four months in Canada and very little response, Sang began chanting this spontaneously after listening to the story several times. Children absorb a great deal during the "silent period." He made his own booklet.

ACTIVITY 5: USING WORDLESS PICTURE BOOKS

Objective:

- **Students will create a story using highly repetitive, predictable language.**

Materials:

- **Wordless picture book (e.g., Elephant Buttons by Noriko Ueno*), chart paper, language master, overhead projector, tape recorder, sentence strips, pocket chart.**

Method:

1. **Introduce and brainstorm what the book may be about.**
2. **Read the story together, discussing each page and ensuring that students see relevant details.**
3. **Reread and develop a story line. For example, the following frame might be developed on a chart or blackboard and completed as a group.**

   This is an elephant in an elephant's suit.
   A horse is coming out of the elephant.
   This is a _____ in a _____.
   A _____ is coming out of the _____.

4. **Read the story or the book many times chorally from the chart, from individual pages, from overhead transparencies, from the students' personal versions of each page in their own booklets.**
5. **Record the text on a cassette for group or individual practice.**
6. **Record the text on large individual language master cards.**
7. **Record the text on sentence strips and match the correct sentences with each page in the book. The sentence strips could be cut up to allow students to put each sentence together. Use the sentence strips and individual words in a pocket chart.**
8. **Children may use the sentence frames to write new stories using other animals or creatures. Brainstorming of ideas should precede writing and be grouped and listed where students can use them.**
9. **Create a jazz chant to complement the book. A sample chant based on the book might be as follows:**

   This is an elephant and these are buttons,
   Put them together and watch what happens.
   First he stands up and unbuttons his buttons,
   Out comes a horse, high ho.

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*Noriko Ueno, Elephant Buttons (New York: Harper and Row, 1973).

This is a horse and these are buttons,

Put them together and watch what happens.

First he stands up and unbuttons his buttons,

Out comes a seal, high ho. (Continue sequence for each page.)

The following is an example of another activity to use with wordless books. This is based on Frog Goes to Dinner by Mercer Meyer.*

THE FROG IN THE RESTAURANT

The boy is getting dressed up to go to the restaurant. "Let's go. Bye dog and turtle," said the boy. The frog jumped into his pocket. They are going to the restaurant. The frog jumped in the trumpet. The frog fell on the man's face. The man fell on the drum. The frog jumped in the salad. The lady fell off the chair and fainted. Then the frog jumped in the drink. The frog kissed the man. The girl fainted. The man is going to the garbage to throw out the frog. The boy was mad because the frog belonged to him. The boy and the frog laughed.

Hoan Phung, Age 11

ACTIVITY 6: SINGING

Objective:

- Students will use a song as a frame for creating their own songs.

Important Features of Singing in Developing Language Competence:

1. Highly repetitious and rhythmical songs provide a structure for students in speaking and writing.
2. Repeated listening and singing can aid students to internalize **graphophonemic** relationships with the sounds they hear and produce, and with what is written on the charts or in their booklets.
3. Song lyrics are a natural way for students to develop **syntactic** competence through substitution of words to create new verses.
4. **Semantic** competence is developed by the frequent repetition and the highly contextual nature of songs.
5. Songs often transmit cultural values, attitudes and expectations which provide the **pragmatic** component.

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*Mercer Meyer, Frog Goes to Dinner (New York: Dial, 1974).

Materials:

- "Down By the Bay"* and "The Corner Grocery Store"** by Raffi, transparencies for each song (see Appendix I), records, tapes, musical instruments, wall charts of songs.

Method:

1. Brainstorm the topic of the song.
2. Introduce the song by singing it or playing a recording or a tape.
3. Students internalize the song by repeating it over and over using the wall chart, transparencies, and other materials.
4. Present the song printed on chart paper and read chorally several times.
5. Discuss possible substitutions.
6. Brainstorm for words which could be substituted and write them on word cards.
7. Tape the word cards over the words to be substituted on the wall chart.
8. Chant, read and sing the new verses.
9. Have students create a page with their own rhyme with an illustration. Use the word analysis activity (see pp. 32-34) to find words that rhyme. Example: "Did you ever see a deer drinking beer?"
10. Compile all of the students' pages into a group composition.
11. Record the song on tape with all students singing the chorus and individual students singing their appropriate lines.
12. The recording and composition book may be used in the listening centre. The students may wish to perform their composition for another class.

Extension Activities:

1. The structural patterns may be altered. For example:

   Have you ever seen _____?

   I saw cheese, cheese walking on its knees.

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*Raffi, "Down By the Bay" from Singable Songs for the Very Young (Willowdale, Ont.: Troubadour, 1979).

**Raffi, "The Corner Grocery Store" from The Corner Grocery Store and Other Singable Songs (Willowdale, Ont.: Troubadour, 1979).

2. Students can interview each other using information relative to their native country. For example:

   Have you ever seen mangoes?

   Have you ever seen bananas growing in trees?

   Have you ever seen children wearing uniforms to school?

ACTIVITY 7: USING CHILDREN'S LITERATURE AS A BASIS FOR EXPERIENCE

Objective:

- Students will use the story Stone Soup by Marcia Brown* as a basis for a cooking experience.

Materials:

- The book Stone Soup, filmstrip, chart paper, felt pen, cooking utensils, ingredients, blank cassette tape, cassette recorder.

Method:

1. Introduce the title of the story. Ask students to predict what the story might be about. Have three round stones to display.
2. Show the filmstrip. Discuss it to determine the students' understanding of the story.
3. Read the story to the class and have the students listen for the ingredients that go into the soup.
4. Write a group recipe for Stone Soup on experience chart paper.
5. Read the recipe together.
6. Assign tasks to each student.
7. Prepare the soup according to the recipe.
8. Using an experience chart, write a group story about the cooking experience.

Extension Activities:

1. Invite guests for the meal. This provides opportunities to write invitations, learn how to set a table, serve a meal and entertain guests.
2. Using the filmstrip without sound, have the students retell the story and record it on a cassette recorder.
3. Transcribe the tape and have the story duplicated for each student's story folder.
4. Develop a story grammar (see pp. 61-63).

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*Marcia Brown, Stone Soup (New York: Scribner, 1947).

5. Read Stone Soup by Ann McGovern,* which is a variation of the story by Marcia Brown, and have students compare and contrast the two stories.
6. Students can write their own story using the story pattern.
7. This story is excellent for dramatization.
8. A trip to the supermarket to purchase the necessary ingredients could precede the cooking lesson. Incorporate other field trips where applicable: restaurants, food and food service outlets, dairy plants.
9. Play the game "What Am I?" with the foods cooked and with the ingredients used in each recipe.
10. Read appropriate books to enhance the language used in connection with the cooking lesson.
11. Incorporate the cooking lessons with the school's nutrition program or study of the basic food groups, if applicable.

ACTIVITY 8: TOTAL PHYSICAL RESPONSE (TPR)

Objective:

- Students will learn English action words by participating in body movements which correspond to the words and phrases being learned.

Note:

- Total Physical Response (TPR) is based on Asher's** concept of learning a language through actions. According to this method of language learning students act out the actual language they are learning. The teacher repeats a series of commands which are accompanied by various actions. Students model the actions of the teacher and peers. Repeated practice of a series of commands for short periods of time daily has been found to enhance the language development of ESL students. Teacher-made commands which are incorporated into TPR scripts based on language which is meaningful to the students will result in the most effective learning.

Materials:

- The book The Children's Response: Beyond TPR Toward Writing,*** which contains teacher-prepared TPR scripts.

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*Ann McGovern, Stone Soup (Toronto: Scholastic Book Services, 1968).

**James J. Asher, Learning Another Language Through Actions: The Complete Teacher's Guidebook (Los Gatos, CA: Sky Oaks Productions, Inc., 1982).

***Roger E. Olsen, ed., The Children's Response: Beyond TPR Toward Writing (Hayward, CA: Alemany Press, 1983).

Method:

- Teachers can use a TPR script from The Children's Response: Beyond TPR Toward Writing* or make their own, based on student needs.

Sample TPR Script 1: Stand up.
Sit down.
Stand up.
Walk.
Stop.
Walk.
Sit down.

Sample TPR Script 2: Give the pencil to me.
Take this book.
Pass the eraser to me.
Pick up the green pen.
Open the door.
Close the door.
Give the stapler to me.
Pass the scissors.

ACTIVITY 9: WORD ANALYSIS LESSON

Objective:

- Students will be able to use beginning sounds and/or word chunks for analysis of unfamiliar words.

Important Features of Lesson:

1. Word chunks should not be taught in isolation but used to extend what is being taught. For example, when teaching a unit about spring the cluster ing could be taught: spring, king, ring, sing, etc. Use with songs, poems and stories.
2. Word analysis is a decoding aid only; therefore, it should not be called reading.
3. The whole word should always be visible so that learner can cluster while looking at the whole word.
4. The aim is seeing and responding to the clusters within the word, not merely whole word identification.
5. Decoding sessions should be short and progress quickly.

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*Ibid.

Materials:

- The chosen word cluster written on the blackboard, chart paper or on an overhead projection; a card with the phonogram on one card and numerous blanks for beginning sounds. (See Appendix II for a sample list of phonograms.)

Method:

- The cluster ank may be one such cluster. Words the teacher can use as service words are tank, blanket, ranking and clanked. The teacher may wish to conduct the lesson as follows:

1. "This word is tank. Today we are going to look at the letter cluster ank which in this word stands for the sound ank."
2. "In the word tank which letters stand for the ank sound?"
3 "In the word tank what sound do we hear at the beginning? What sound do the letters ank stand for?"
4.

"Read this word."
"Turn over the 't'. Let's make a new word using this word cluster."

"The next word starts like ball and is a place to keep your money. What is the word? Right - bank!"

Proceed in this manner giving beginning sound and meaning clue for:

drank	Yesterday I _____ some milk.
plank	A large board is a _____.
sank	The boat had a hole so it _____.

5. "This word is clanked. (Use a chain to demonstrate if possible.) What letters make the beginning sound? Which letters stand for ank? Which letters stand for d sound? What is the whole word?"
6. Proceed in the same manner with r(ank)ing and bl(ank)et.

Extension:

- Encourage children to develop the idea that usually a certain combination of letters represents a certain sound. The constant repetition of the phrase "in the word _____" helps the student appreciate that in some words this may not be so. This approach encourages the student to use chunks of print, combined with prediction based on meaning and syntax to decode words they have not seen in print before. A sample list of phonograms to which you can add your own prefixes, suffixes and syllables is included in Appendix II.

ACTIVITY 10: UNIT PLAN ON SPECIFIC FUNCTIONS IN ENGLISH

Objectives:

- **Students will retell a story on cassette tape.**
- **Students will create a group book to accompany the tape.**

Materials:

- **The book Mr. Gumpy's Outing by John Burningham,* tape recorder.**

Vocabulary:

- **Title, author, illustrator, Mr. Gumpy, owned, river, squabble, hop about, tease, muck about, bleating, calf, trample about, (river) bank and fields.**

Structural Patterns:

1. **The function of requesting a ride:**

   May we come with you?
   Can I come along?
   I'd like a ride.
   Will you take me with you?
   May I come please?
   Have you a place for me?
   Can we come too?
   Can you make room for me?
   May I join you?

2. **The function of granting permission with a condition attached:**

   Yes, but don't hop about.
   Yes, if you don't squabble.
   Very well, but you're not to chase the rabbit.
   Yes, but don't tease the cat.
   Very well, but don't muck about.
   Yes, but don't keep bleating.
   Yes, but don't flap.
   Yes, if you don't trample about.
   Very well, but don't kick.
   All right, but don't move around too much.
   Okay, but you'll have to sit still.

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*John Burningham, Mr. Gumpy's Outing (New York: Holt, Rinehart and Winston, 1971).

LESSON 1

Objective:

- Students will read, dramatize and recall the sequence of a story.

Materials:

- The book Mr. Gumpy's Outing by John Burningham.

Method:

1. Introduce the title of the book, the author and the illustrator.
2. Read Mr. Gumpy's Outing to the class.
3. On the blackboard or an overhead transparency, record ways a ride was requested.
4. The students dramatize the story as the teacher reads it.

LESSON 2

Objective:

- Students will retell the story and become familiar with different ways of requesting a ride and giving permission with a condition.

Materials:

- The book Mr. Gumpy's Outing, overhead transparency, overhead projector and an acetate pen.

Method:

1. Have the students retell the story in turn, preferably to a classmate, an aide or any other willing candidate who has been invited to class for the lesson.
2. Refer to the previous day's work, written on the blackboard or on a transparency, and read the requests made by the characters.
3. Read as a radio play.
4. Question the students on why the chickens and children used the pronoun "we" instead of "I."
5. Use the story to teach the use of quotation marks.

LESSON 3

Objective:

- Students will review sentence patterns, and rehearse and record the radio play on a cassette tape recorder.

Materials:

- Cassette tape recorder, microphone, blank cassette tape (Mr. Gumpy's Outing or prepared overhead transparency and overhead projector).

Method:

1. Students try to recall and brainstorm the various ways of requesting a ride.
2. Read the different patterns from the book chorally or from the transparency.
3. In a round robin sequence have the students recall the dialogues as the teacher narrates the story. Inform the students that any phrase of request or permission that they choose to say is acceptable.
4. Rehearse the radio play. Provide additional sound effects for:
   - splashing into the water (all students say "splash" accentuating and extending the "sh"),
   - squabbling (all children argue with each other).
5. If the first rehearsal has gone well, record the story. Practice the line prior to taping, and record only when the student feels confident with the line.
6. Play back the story and place it in a listening center with the book so students can listen and read.

LESSON 4

Objective:

- Students will present their class project to an audience.

Materials:

- Cassette tape recorder, taped story.

Method:

1. The students present the radio play to the rest of their class or another class.

Adaptations and Extensions:

1. The story lends itself well to the development of direct and reported speech.
2. Produce a puppet show to accompany the tape.
3. In the school library, have students find other books by the same author (John Burningham).

THE SHARED-BOOK EXPERIENCE APPROACH

The shared-book experience approach to literacy is the application of developmental language learning to the classroom. Children learn their first language developmentally and effortlessly. Holdaway* advocates applying the first language

*Don Holdaway, The Foundations of Literacy (New York: Scholastic, 1979).

setting where, in an atmosphere of security and encouragement, the student plays a role as a user of literacy in reading-like and writing-like behaviour. An example of this type of language learning is the learning that takes place when a mother reads to her small child. The experience is a pleasurable one for both the mother and the child. Over a period of time, the child virtually learns to "read" a favourite story or stories because the parent and child have read the selection together so many times.

To create this setting in the classroom requires adapting the one-on-one, parent/child reading together situation in the classroom. Since both the teacher and the student must be able to see the print, the creation of "big books" works well. Teachers may wish to use a poem, song, or story on the overhead projector, opaque projector, or manila strips in a pocket chart; teacher-created big books or favourite stories; student-created big books; or commercially prepared big books.

Some objectives of the shared-book experience approach are to:

- provide enjoyment of familiarity with English literature and experience with books;
- motivate students to return to the book, poem or song, and read it independently;
- encourage students to participate in the reading situation by making predictions, using repetitious syntax, using meaningful words, predicting outcomes and expressing feelings;
- engage students in suitable non-verbal interpretations of literature;
- give students a model of "book language";
- equip students with strategies for word identification without unduly interrupting the story;
- provide all students with oral practice of language and language forms through unison and group participation;
- familiarize students with special structures of stories and songs which may be used in reconstruction and decoding in later reading;
- teach sight vocabulary, structural analysis and the use of sound-symbol relationships in decoding;
- provide listening experiences for students who are not yet ready to read;
- give a sense of individual achievement and competence; and,
- encourage self-correction and self-monitoring using familiar models.

SAMPLE LESSON USING THE SHARED-BOOK EXPERIENCE APPROACH

ACTIVITY 1: USING BIG BOOKS

Objectives:

- The students will have an enjoyable experience with literature.
- The students will learn to predict story sequence, phrases and words in highly repetitious, highly rhythmical and familiar literature.

Materials:

- Big books, individual student books, chart paper, pocket chart, pocket chart strips, overhead projector, tape recorder, pointer, lots of books, poems, songs.

Method:

1. Children are gathered around teacher in a reading corner. A few songs or nursery rhymes may be chanted or sung together in order to settle the group. (If you are working on a theme, choose poems and songs to fit; if not, use old favourites.) A favourite story may also be read.
2. Place the big book on an easel or blackboard ledge where all can see it. The book should be highly repetitious, highly predictable. The teacher reads the story using her hand or a pointer to sweep under the words as she reads. Students will chime in on predictable lines as the story progresses. For example, "Who's that tripping over my bridge?" is a predictable line in the story, "Three Billy Goats Gruff."
3. Following the reading of the story (the number of readings will be determined by the amount of spontaneous participation), dramatize the story. This dramatization should be spontaneous, with little prompting and using basic props improvised from surroundings.
4. To conclude the lesson, the big book or another story may be read by the teacher. The songs or poems may be repeated.
5. Several big books could be introduced in a similar manner. The key to satisfaction is that they are read and reread until the children have them committed to memory on their own initiative. The lesson never concentrates solely on one story. Usually after a new story is read, the students will ask to reread an old favourite. Discussion of stories is encouraged, as it leads to meaningful development for both ESL students and their English-speaking peers.

Adaptations and Extensions:

1. Place smaller copies of the story, song or poem in a library corner or at a listening centre with tapes so that students can reread their favourites.

2. The next step is to teach the students to predict vocabulary. Predicting must initially involve a good balance between structural expectations and prediction on the basis of meaning. Use another highly predictable story, poem or song, which has had key predictable words deleted. As the big book is read, ask students to fill in the missing vocabulary. Any (or many) meaningful, structurally sound contributions can be accepted. The "correct" original word need not be arrived at. In fact, no suggestion is wrong; a child will not continue to take risks if his answers are rejected. The contributions will inevitably lead to extensive discussion on what vocabulary is expected and why.
3. When several books have been read in such a manner, some children may be ready for phonic knowledge, which can be facilitated by the use of numerous alphabet books in which the names and sounds of letters are emphasized. Big book experiences could then include deletion of words which start with the letter "B," for example, and encourage the "readers" to predict the missing word. (The teacher will still be doing most of the reading.)
4. Use a story frame as a beginning writing experience. The teacher serves as the scribe. A story frame with key words omitted is rewritten with new characters or new adjectives, etc. The following example of "Who Is Drinking at my Orange Tang?" was written by a grade 5 ESL student, using the frame of "Who Is Tapping at my Window?"*

Who Is Drinking at my Orange Tang?

"It's not I" said the moose.
"It's not I" said the goose.

"It's not I" said the monkey.
"It's not I" said the donkey.

"It's not I" said the beagle.
"It's not I" said the eagle.

"It's not I" said the fowl.
"It's not I" said the owl.

"It's not I" said the turkey.
"It's not I" said the puppy.

"It's not I" said the hog.
"It's not I" said the dog.

"It's not I" said the calf.
"It's not I" said the giraffe.

"It is I" said Fang
"drinking at your orange Tang."

By Fang

*Taken from Bill Martin Jr., Sounds of Language Readers (Toronto: Holt, Rinehart and Winston, 1972).

5. **Total rewriting of a familiar story using a picture sequence is another step in the development of writing. The following story of "Three Billy Goats Gruff" was written by a grade 3 ESL student.**

The three goats went to eat green grass.
The green grass is over the bridge
The troll lives under the bridge

The goat is running on the bridge
The troll is mad. He doesn't want the goats to eat grass.

The big goat is pushing the troll into the water.
The goats are happy eating green grass

Vien Truong, Age 10

6. **Student writing is aided by having copies of familiar books, poems or stories placed where they can be easily seen for spelling as well as for other purposes. Individual word cards may also be kept, and charts containing word groups should be posted around the classroom (e.g., happy words, size words, mathematical words, animal words).**
7. **Student and teacher/student written stories should be posted and/or bound and placed in the library to be shared by other students.**
8. **For additional practice, stories can be copied on pocket chart strips and the sentences of the story put in the correct sequence. When students are able to, have them put the words of predictable sentences in the correct order in the pocket chart.**

THE THEMATIC APPROACH

The thematic approach to literacy involves organizing instruction around a theme or group of interrelated ideas. The purpose of this teaching strategy is to promote language learning by helping students expand their theory of the world which they have developed in their heads.* Instruction focuses on this development by providing numerous stimuli, linguistic structures and ideas that are related to a single theme. Through the use of a theme, students have extensive exposure to meaningful language activities, they experience linguistic structures in a natural way, and they acquire a greater knowledge of concepts related to the theme.

Themes should be chosen to reflect student needs and personal interests. A variety of activities should be planned to provide real and vicarious experiences related to the theme. These could include field trips, resource people from the community, speakers, arts and crafts activities, and any other activities pertinent to the topic. "Hands on" experiences heighten student awareness of thematic concepts.

Each activity and lesson should serve to enhance, clarify and expand the students' proficiency in the language. It is not possible to "over-do" a theme. Students are at different levels of schematic development, and to reach all of them language development activities should be supplemented with literature, drama, music, poetry, games and audiovisual materials. The more thorough the exposure to a variety of meaningful activities, the more complete the students' knowledge will be of the language and of the concepts inherent in the theme.

Teachers can use thematic units to help ESL students develop their ability to use graphophonic cues, syntactic cues and semantic cues. Materials to develop graphophonic cues should feature repetition of sounds and syllables. Syntactic cues are exemplified by repetitious, rhythmical, highly predictable literature such as pyramid stories, songs and poems. Semantic or word meaning development is featured in materials which contain good pictures, unusual word usage and/or highly descriptive language.

The following "Sample Individualized Sheet for Thematic Planning" illustrates one method of organizing and recording individual student progress in exploring a theme. Teachers should expand on this prototype planning sheet to incorporate the materials and activities they wish to include in their thematic units. Planned activities may be

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*Frank Smith, Understanding Reading (Toronto: Holt, Rinehart and Winston, 1975).

done in groups or individually. The student record sheet prototype was designed as an example to assist teachers in:

- identifying the materials they could use in thematic planning;
- keeping an accurate, up-to-date record of materials and activities used with each student;
- responding (perhaps more efficiently) to individual student needs for working on a theme more intensively; and,
- continuously building on a repertoire of materials and activities related to a particular theme.

SAMPLE INDIVIDUALIZED SHEET FOR THEMATIC PLANNING (Prototype)

DATE BEGUN: September 15, 1987 PRIORITY: Vocabulary Development

NAME: Hoan Su THEME: Food, Folklore

Peabody Picture Cards and Food Samples	Fruit S.C.	Grains M.V.	Dairy S.C.	Meat S.C.	Vegetables M.V.		
Milk Foundation Pictures	Fruit S.C.	Vegetables M.V.					
Sounds of Language (Bill Martin)	How Many Apples?	Round as aPan-cake					
Concentration - Food Words	S.C.	M.V.					
Very Hungry Caterpillar	S.C.	M.V.					
Readalong Books							
Bill Martin's Instant Readers	Old Mother Middle Muddle						
Three Bears	M.V.	M.V.	Dramatize				
Little Red Riding Hood							
Little Miss Muffet	Dramatize and Memorize						
Garbage Delight	Read Chorally						
Homework	Keep a List of Menus for a Week						

S.C. - teacher's initials

M.V. - teacher aide's initials

SECTION V

CONTENT AREA LEARNING

Mainstreaming ESL students in a regular classroom provides language learning in a natural environment. Although the curriculum guides provide guidelines regarding the content to be mastered in each subject, the expectations of ESL students should be adjusted in accordance with their level of performance in understanding, speaking, reading, and writing. Teachers should provide more visual and verbal experiences for the entire class as a means of orienting the ESL students to the topic. Also, small group discussion, peer tutoring (see pp. 81-83) and cooperative learning activities help to involve the ESL student in learning experiences. Teachers of all subjects share the responsibility for developing communication skills.

When ESL students encounter material in the content areas such as science, social studies and mathematics, they are often confronted with distinctive viewpoints and explanations of the world which may be unfamiliar to them. In explaining these different aspects of the world, materials may contain unfamiliar concepts, strange terms and particular uses of language. These are difficult for the ESL student and extensive guidance must be given in order for them to understand and participate in content area learning. To facilitate content area learning, extensive use of realia, films, filmstrips, videotape recordings, pictures, and other visual aids is crucial. In addition, learning may be facilitated through use of themes, advanced organizers, categorization and extensive teacher guidance.

Thematic units ensure that students are inundated with the concepts of a particular topic for a certain length of time without interference from new or unrelated material. This allows them to concentrate on one topic and develop their semantic maps for that particular subject matter. Ausubel's* advanced organizer approach to instruction ensures that students are prepared for what is going to be taught and can thus refer to what they already have stored in their memory (semantic maps) about that topic. The advanced organizer leads them beyond these already established understandings and adds to their knowledge of the particular topic. Teaching ESL students to outline enhances their ability to pick out main ideas from factual materials in the content area. It also prepares them for note-taking in their future studies.

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*David Ausubel, Educational Psychology: A Cognitive View (New York: Holt, Rinehart and Winston, 1968).

PLANNING AN INSTRUCTIONAL PROGRAM FOR LANGUAGE AND CONCEPT DEVELOPMENT

An instructional program for ESL students in a regular classroom should take advantage of all that is available in the classroom. In addition regular students will benefit from suggestions given to assist ESL students in their concept and language development. A distinctly different program for ESL students in the regular classroom is not necessary, nor is it desirable. The classmates of ESL students can provide considerable support by assisting the new students to record information, do experiments, listen to language experience stories and discuss filmstrips.

Planning an instructional program in a content area involves the following considerations:

1. The learning objectives for the lesson/unit. These objectives will be based on:
   - content as identified in Alberta curriculum guides;
   - level of language proficiency of students; and,
   - background knowledge and experience the student has in the content area.
2. Approaches and strategies.
   - The suggested approaches and strategies in this document (Sections IV and V, and Appendix III) enhance language and concept development in order to meet the learning objectives.
   - These approaches and strategies will benefit all students in the classroom and can be implemented with minimal effort.
   - These approaches and strategies complement the inquiry method in social studies and the process skills approach in science.
3. Appropriate resources. ESL students require considerable visual and verbal stimulation for maximum effectiveness in their learning. These learning resources should have a combination of the following characteristics:
   - high interest/low vocabulary;
   - clear, uncluttered illustrations;
   - learning objectives similar to those identified for the other students; and,
   - multimedia support materials such as movies, filmstrips and video cassettes.
4. Evaluation. The type of evaluation used to determine the mastery of learning objectives must take into account the proficiency level of the ESL students in the language arts strands (viewing, listening, speaking, reading and writing).

Evaluation can take the form of:

Performance

- demonstrating a procedure (e.g., make an electric circuit with a battery, wire and light bulb);
- numbering a series of diagrams to show various sequences (e.g., the stages of plant growth);
- labelling (e.g., maps, parts of the digestive tract); and,
- categorizing activities (e.g., conductors and non-conductors of electricity).

Oral responses to teacher, volunteer or on tape

- answering questions;
- describing process (with the aid of a diagram);
- explaining results; and,
- reading (language experience activities).

Written responses

- cloze activities to determine various levels and types of comprehension; and,
- a news story, written according to a familiar pattern.

STRATEGIES TO ENABLE ESL STUDENTS TO PARTICIPATE IN CONTENT AREA LEARNING

For comprehension to take place it is important that students have some prior knowledge of material they are going to read. In the view of Frank Smith,* whenever readers cannot make sense of what they are expected to read – because the material bears no relevance to any prior knowledge they might have – reading will become more difficult, and learning to read will be impossible.

STRATEGY 1: STRUCTURED OVERVIEW OR ADVANCED ORGANIZER

To build a structured overview, concepts central to the unit are identified and labelled. A graphic or visual organization of the concepts is developed by students and teacher during an inquiry or brainstorming session. Joining, excluding and selecting procedures are used to see the relationships among different concepts. Categorization of words collected is one method of joining which helps students learn how words belong together. Learning what a concept **is not**, also helps students to see relationships. For

*Frank Smith, Understanding Reading (Toronto: Holt, Rinehart and Winston Inc., 1978).

example, a sofa or chesterfield is not a bench, although all could be subsumed under the larger concept of "something to sit on." Selecting, a form of analysis, begins with the whole and involves identifying its parts. A way to practice this selection process in vocabulary development is to use synonym exercises. Teachers should adapt all exercises to match the theme selected and the English language proficiencies of students. (See Appendix III for sample activities.)

STRATEGY 2: USING VISUAL IMAGERY TO ASSESS AND IMPROVE COGNITIVE DEVELOPMENT

The visual imagery strategy may be used whenever content area materials are being read. It is an effective approach to use with the entire class. The evolving discussion ensures that all students benefit from the experiential backgrounds of their peers.

Initially, the following strategy should all be done orally, with the teacher reading or choral reading by the class.

1. Read a sentence.
2. Imagine a picture of the sentence.
3. Describe the imagined picture.
4. Elaborate on that picture by adding such details as colour.
5. Continue through a passage this way, changing the picture as new sentences are added.

STRATEGY 3: SELF-QUESTIONING

The following self-questioning strategy is useful for content area reading:

1. Read the story or article title, subtitle and first sentence.
2. Elicit predictions about the content of the story or article.
3. Elicit questions about the expected content. Questions may include why, when, where, what, who and how.
4. Read the passage to find answers to the posed questions.
5. As the passage is being read, chorally or by the teacher initially, ask students to make a check in the margin beside the word or line which best answers the question.
6. Discuss answers to the posed questions using sentences or phrases from the passage to support answers.
7. Repeat the procedure using different questions.

SAMPLE UNITS IN CONTENT AREAS

SCIENCE

Science classes provide many opportunities to develop communication skills for ESL students who may be at various levels of language proficiency. The opportunity to participate in "hands-on" activities, the abundance of realia, filmstrips, charts, diagrams, and pictures, and the opportunity to work with other students all facilitate language development in a science class.

"Appendix I: The Process Skills," in the Alberta Education Elementary Science Curriculum Guide,* contains many suggestions which can foster the language development of students using meaningful and concrete science materials. These same process skills support the development of all the strands of language arts.

In a grade 5 science class, beginning ESL students can participate in processes such as:

1. OBSERVING the changes in chemical properties of matter as it burns.
2. MEASURING their pulse rate before and after physical activity.
3. CLASSIFYING pictures of vertebrates into various categories such as mammals, birds, reptiles, amphibians, fishes.
4. COMMUNICATING the results of a test for starch in foods on a chart.
5. DESCRIBING how to make an electromagnet with all steps recorded on a language experience chart.
6. INFERRING what types of materials an electromagnet will and will not pick up, after observing or doing an experiment using electromagnets.
7. PREDICTING the volume of two kilograms of coins when the volume of one kilogram of coins is known.

As the students progress in language proficiency and develop more advanced science concepts they will be able to participate in the more demanding process skills such as controlling variables, interpreting data, defining operationally, formulating hypotheses and experimenting at abstract levels. (See Appendix IV for a sample of a unit plan for science.)

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*Elementary Science Curriculum Guide (Edmonton: Alberta Education, 1985).

SOCIAL STUDIES

In addition to the prescribed Alberta program for social studies, the following unit can be used with ESL students.

Topic:

Uses and characteristics of different modes of transportation.

Phase One:

The subject could be approached through a discussion of the trip from students' native countries by boat, plane and bus to their new home. Have students show on a globe where they have travelled and describe their mode of transportation. Then record a language experience story dictated by the students, or have each student write his own story.

Presentation of Advanced Organizer:

1. Say, "We are going to learn about some other ways to travel. We call this transportation. At the end of the session we will understand what different ways of travel there are, how they are different and how they help us. First let us look at the boat, the airplane and the bus." (Construct the following grid with the students. This could include pictures where applicable to enhance concept development.)

Means Of Transportation	How It Helps Us	Where It Travels	How Many People It Carries
Boat	Travel	Water	Many
Plane	Travel	Air	Many
Bus	Travel	Land	Many

2. Discuss with the students how each mode of travel is similar to and different from the others.
3. Take an excursion to a busy street where various vehicles can be observed. Add to the grid any new vehicles observed and discuss them.
4. Show pictures and help explore children's books about cars, trucks, bicycles, tractors, taxis, etc. This could be followed by a film on the topic.

Phase Two:

Ask students to discuss the new modes of transportation. Add these new vehicles to the grid and compare them with the former vehicles.

Phase Three:

Using the grid as the basis of discussion, encourage and lead the students to verbalize the names, uses, etc., of the new vehicles, e.g., "A tractor is used to plow land. A tractor carries one person." Model vehicles could be grouped according to: use, where it travels, number of wheels, speed, etc. Pictures could be categorized in a similar fashion. Finally, lead the students to a statement of the unifying global aspects of the concepts. "All are modes of transportation with varied uses." The following sentence patterns may arise from the lessons:

A _____ travels on _____.
A _____ carries _____ people.
A _____ helps us to _____.
A _____ travels faster than _____.
A _____ travels slower than _____.
A _____ carries more people than a _____.
A _____ carries fewer people than a _____.
A _____ travels on _____ but a
_____ travels on _____.

ACTIVITY 1: LESSON ON OUTLINING

Objectives:

- ESL students will be able to state the central theme of a factual passage and state the main idea and important details of each of its paragraphs.
- ESL students will be better able to understand the concepts contained in specific subject area materials.

Preparation:

- The lesson assumes that the students have had extensive experience in:
  - categorization of realia, pictures and words according to specified classifications, i.e., food, feelings, clothing;
  - recognizing and stating categories for realia, pictures and words, without assistance;
  - choosing titles for short factual passages, first from examples given, then unassisted; and,
  - choosing titles for passages containing more than one paragraph, first assisted by choices, then unassisted.

Materials:

- **Typewritten copy of the description below, either on an overhead projector or a xeroxed copy for each child; pictures of a beaver and its habitat.**

Method:

1. **Display pictures of the beaver and discuss with students.**
2. **Read the following passage orally with the students:**

   "The beaver is a plump little animal. It has very small front feet but the hind feet are large and webbed. The beaver's neck is thick and it has very small eyes. Beavers also have flat, broad tails about ten inches long. The fur is reddish brown in color.

   The home of the beaver may be on land or in water. The wall of the home is composed of sticks, grass, and mud. The busy beavers weave the sticks and grass together. They cover the house with mud so that it will not fall apart. Grass and the bark of the trees are used to cover the floor. The door of the house is usually under water. This prevents other animals from entering the home.

   *The beaver eats many things but it is especially fond of the bark of willow and birch trees. Berries and the roots of plants are also used by the beaver for its meal. This animal also eats the twigs of some trees."**
3. **Elicit a title for the whole passage from the students, and have them write it at the top of a page, e.g., "The Beaver" or "Beavers." Write the title on the blackboard.**
4. **Read the topic sentence of the first paragraph. Ask students to predict what the paragraph will be about (i.e., what the beaver looks like). Record this topic on the blackboard and help students to copy it on their papers.**
5. **Ask students to read the paragraph to see if their prediction is right.**
6. **Ask, "What does the beaver look like?" As they respond, write details under the question. For example: large webbed feet, thick neck, small eyes, flat broad tail.**
7. **Read the topic sentence for the second paragraph. Ask students to guess and confirm content again. Read for details and list them.**
8. **Approach the third paragraph in the same manner.**
9. **Elicit or provide the word for their accomplishment: an outline.**

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*Donald D. Durrell, Polly M. Furbush, and Elizabeth A. Ross, Thirty Lessons in Outlining (North Billerica, Mass.: Curriculum Associates Inc., 1971), p. 26.

Follow-up:

- **It will be necessary to do several such passages with the students before expecting them to do one on their own. When they become proficient with easily outlined materials, use materials from social studies, science, and other subject areas in the same manner. (Proceed initially step by step as above, because the materials will be more difficult to outline.)**

LANGUAGE ARTS

ACTIVITY 1: DEVELOPING STORY GRAMMARS

Objective:

- **Students will be able to demonstrate comprehension of stories through circle stories, story frames and story grammars. (Note: This strategy is suitable for students of all levels and ages.)**

Materials:

- The book Stone Soup by Marcia Brown,* filmstrip with tape, individual duplicated copies of a circle marked into nine segments, transparency of story frame (see p. 62), story grammar outline (see p. 63), felt pen, overhead projector.

Method 1:

- *Circle Story***

1. Introduce the story.
   - Use the title to predict what the story might be about. Real objects (stones and soup) or pictures may be needed with beginners to develop the concept. Ask how stone soup might taste and how it might be prepared.
   - Show the filmstrip with the tape.
   - Show the filmstrip without the tape and have the children tell how to make stone soup. Have real ingredients available for students to identify.
   - Label and categorize ingredients.
   - Have students retell the events using the ingredients.
   - View the filmstrip and listen to the tape.
2. Create the circle story.
   - Question the students to determine who was hungry and have them draw pictures of three soldiers.

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*Marcia Brown, Stone Soup (New York: Scribner, 1947).

**Note: Circle story can be used with beginning students. It is most effective with a story where the main character(s) starts at one location, undertakes a series of activities or adventures, and returns to the same location.

- Direct the students to explain how stone soup was made by illustrating in each segment of the duplicated circle the ingredient that was added. Two or three segments may have to be done as a group so students understand what is expected. Some students may choose to label their illustrations.
- Have students tell the circle story to the teacher, volunteer, buddy, etc. Tape and transcribe the story and place it in the students' story folders to make it a part of their developmental language program.

Method 2:

- *Story Frames**
  1. Introduce the story (see Method 1).
  2. Place a transparency of the story frame on the overhead projector.
  3. Read the group of key words that is part of the first sentence, and have students discuss possible responses. Accept all responses that make sense.

*STORY FRAME FOR STONE SOUP***

In this story the problem starts when _____.
After that _____. *Next,*
_____.
Then, _____. *The problem is finally solved when*
_____. *The story ends*
_____.

  4. Continue with the next sentences and have students think back to previous lines to ensure that the story frame makes sense.
  5. Have the students fill in their versions of the story on the story frame.
  6. Include the finished work in the students' story folders. The story can be taped as well to reinforce vocabulary and the sense of the story.

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*Note: Story frames provide a structure for students to organize the information in stories in order to identify important ideas, analyze characters and their problems, make comparisons and summarize the story.

**Gerald L. Fowler, "Developing Comprehension Skills in Primary Students Through the Use of Story Frames," The Reading Teacher 36, no. 2 (November 1982): 176-79.

Method 3:

- *Story Grammar (Advanced)*
  1. Have students use the story grammar to outline the story Stone Soup, and write a summary of the story using their outline.
  2. See suggestions for introductory activities in Activity 7 (see p. 38).
  3. Fill in the outline as a group activity.

STORY GRAMMAR OUTLINE

Title: Stone Soup

I. *Setting:*

who	three soldiers
where	in France
when	a long time ago

II. *Problem (Conflict):*

They were hungry. The villagers wouldn't give them food.

III. *Story Development (How the Problem Was Solved):*

Episode #1	They asked for three stones to make soup.
Episode #2	They asked for salt and pepper.
Episode #3	They asked for carrots, etc.

IV. *Outcome:*

The soldiers and villagers had a feast and dance.

V. *Ending (Conclusion):*

The soldiers tricked the villagers. Everybody was happy.

  4. Have students use the outline to write their own story, including as much detail as they can.

SECTION VI

ASSESSING, DIAGNOSING AND EVALUATING

The following Alberta Education documents provide extensive information about how teachers can determine the level and scope of assessment which may be necessary for ESL students: English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs* (Section III) and the Elementary Language Arts Curriculum Guide** (Section III).

This section provides specific information about initial assessment, on-going diagnosis within the instructional program, the use of standardized tests, and record-keeping and reporting procedures for ESL students at the elementary level.

INITIAL ASSESSMENT AND PLACEMENT

Since ESL students may feel apprehensive and insecure when they first arrive in school, this is not an appropriate time to give formal tests. An informal assessment in the form of an interview can yield extensive information regarding appropriate placement and programs. The initial interview, which usually requires the assistance of an interpreter, should include the parents or guardian and the student.

Teachers should attempt to get the following information in an informal interview:

- **Name and age of student.** This will ensure that the teacher pronounces the student's name correctly.
- **Level of development and fluency in the first language.** This information indicates the student's developmental level and will give an indication of the level to which English can be expected to develop.
- **Previous number of years in formal schooling.** This information will aid in grade placement and academic expectations of the student.
- **Length of time the student's education has been interrupted.** Some students from refugee camps have been without formal education for several months or even years. This will influence placement and educational expectations.
- **Security of the family unit.** If, for example, a student has been separated from family members, attention to learning may be interrupted. Thus, educational expectations should be minimal initially.

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*English as a Second Language Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs (Edmonton: Alberta Education, 1982).

**Elementary Language Arts Curriculum Guide (Edmonton: Alberta Education, 1985).

- **Educational expectations of the entire family, particularly in relation to the learning of English.** If, for example, the whole family is enrolled in English classes, greater progress can be expected from the elementary ESL student. It is important to note, however, that plans to maintain the first language also enhance second language development.
- **Travel arrangements which will be made for the student.** A student who is apprehensive about getting home may not be very attentive in school.
- **What long-range plans the student or his parents have for education.** This information could have important implications for programming particularly as the student graduates from the elementary school.
- **Language(s) in which the student converses, reads and/or writes.** This will aid in choice of tests for formal assessment and also gives an indication of the student's aptitude for learning.
- **What previous English instruction the student has had and which texts and/or method was used.** The student's expectations of instruction will be based on his experiences. This information could be crucial to the success of initial programming.
- **The present level of the student's receptive and expressive English.** Language skills may not be discernible if the child is shy but look for interjections of even one word which indicate understanding of the conversation.

(Further information on informal assessment and sample assessment instruments is provided in English as a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs.)

USING TEACHER-PREPARED DIAGNOSTIC TESTS

Teacher-made tests, language development checklists and informal reading inventories prepared by teachers are effective diagnostic tools to use with ESL students. They may be more accurate than commercially prepared tests in evaluating student progress because they are usually based on curriculum which is meaningful and familiar to the students. Teachers may wish to use a combination of commercially prepared tests, teacher-made tests, student profiles and informal reading inventories as well as ongoing observations to determine student progress and instructional needs.

The following types of teacher-prepared instruments can be used effectively to determine student progress, identify specific student strengths and weaknesses, and assist in program planning.

ANECDOTAL REPORTS

Anecdotal reports consist of brief notes, which may include remarks, dates and circumstances, that enable the teacher to come to know the student better. Anecdotal reports are useful to:

- **describe what a student can do under specific circumstances; and,**
- **describe behaviour and attitudes.**

The information on anecdotal reports should be recorded frequently, and in sufficient detail to provide a meaningful profile.

Sample Anecdotal Report

Unit 4: Prepositions in Literature

Jan. 18 Tien completed the cloze activity for Up and Down the Escalator independently and helped Viet.

Jan. 20 Tien recited "Hey Diddle Diddle." He matched word cards with words on the chart but mixed up "cow" and "cat." Check to see if he is using only initial consonants for word identification. His pronunciation is weak but he knows what he is saying and I know what he is saying!

Jan. 23 Tien told the story Rosie's Walk using the walk chart diagram but does not understand "through."

Jan. 25 TPR. Tien followed the script using all the prepositions when given one instruction at a time. He was frustrated when given a series of commands.

*TEACHER-PREPARED CHECKLISTS**

Checklists play an important role in ongoing assessment. They assess the ability of the student to do something rather than simply identifying, describing or repeating something. Checklists are easily prepared and can be used to assess:

- which instructional objectives or skills have been met or mastered;
- student interests, hobbies, problems, preferred activities, and the like;
- student behaviour in a variety of settings;
- conformity to prescribed sequences of steps in task performance; and,
- student products.

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*Adapted from Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983), p. 24.

Sample Checklists

Class Participation Checklist*

Objective: To enable the student to apply learned social and cultural behaviour to social situations in school.				
Directions: Check activities observed outside the regular classroom.				
Date: _____ Student	Enjoying his/her ESL class.	Participating enthusiastically in English discussions in hallway.	Informing teacher about athletic program.	Relating well to Canadian peers.

Intermediate

*Ibid., p. 80.

Product Checklist

Objective: To enable the student to explain a simple process orally using a visual aid.

Directions: Each student during his one-minute talk follows the task directions given in his assignment. Use the following checklist to assess the adequacy of his verbal product. The task may be taped or assessed live.

The student:

_____ 1. demonstrates an understanding of the process being explained

_____ 2. explains the step-by-step procedure

_____ 3. uses transitional devices to identify steps (e.g., first, second, next, then, etc.)

_____ 4. shows adequate control; uses clearly pronounced and accurate English

_____ 5. uses an appropriate visual aid

_____ 6. uses the visual aid effectively in explaining the process

_____ 7. demonstrates poise and confidence throughout the presentation

_____ 8. is able to answer questions about the process after the initial talk

Intermediate

Evaluation Checklist: Giving Directions*

The following descriptive remarks can serve as a guide in evaluating student writing. The various aspects of a piece of writing can be rated on the scale – from 1 to 5. Multiplying the ratings as indicated, and then adding, will yield an approximate percentage grade. In some cases the teacher may prefer to simply comment on the writing, using the descriptive remarks as a basis, but adapting them to suit the situation and the student's level of understanding. The teacher may also simplify the remarks to guide students in their writing and aid them in peer-to-peer evaluation.

1	2	3	4	5	X6= _____
Content					
You have listed your ideas. Now try to shape them into a composition that will interest your readers in following your directions.		You have organized your points in a good sequence, but some of your instructions are not clear. How can you make them easier to follow?		The reader can understand what you have written, and can easily follow the procedures and instructions.	
1	2	3	4	5	X6= _____
Mode					
The reader may have difficulty in following your directions. How can you help the reader understand them better?		You have given your instructions clearly, but try to keep more clearly in mind the audience you are writing for.		It was enjoyable to read your directions. You have understood that it is important to interest the reader in what you have written.	
1	2	3	4	5	X4= _____
Effective Language Use					
Be careful to write complete, clear sentences so that the reader can more easily follow your instructions.		You have used *command* sentences very well. Be sure to choose your action words carefully so that the reader can follow your instructions easily.		You have used effective, complete sentences, and are experimenting to find the best way to communicate your message.	
1	2	3	4	5	X4= _____
Mechanics/Organization					
Check your spelling and punctuation carefully so that the reader will understand your words and ideas!		Your final draft has a few places in which you should correct your spelling and punctuation.		You have edited your directions carefully. There are few (or no) transcription errors.	
					Total _____

*David W. Booth and Patrick Lashmar, Write Away (Toronto: Globe/Modern Curriculum Press, 1984), p. 25.

INFORMAL DIAGNOSTIC LANGUAGE PROFILE

This sample of an Informal Diagnostic Language Profile provides a record of student progress in three components of communication: semantic knowledge, syntactic knowledge and graphophonics. As thematic units are developed, learning objectives in these areas are determined and student progress is recorded.

Informal Diagnostic Language Profile (Prototype)*

	Pre-test Date	Re-test Date	Re-test Date
Semantic Knowledge:			
- Body parts			
- Food			
- Furnishings (school + household)			
- Clothing			
- Weather, time			
- Transportation			
- People			
- Colour			
- Numerals			
- Prepositions			
- Opposites			
- Categories, classification, functions			
- Basic communication phrases			
Syntactic Knowledge:			
- Pronouns			
- Verb tenses			
- Plurals			
- Superlatives			
- Comparatives			
- Sentence repetition			
Graphophonics:			
- Auditory descrimination			
- Visual discrimination			
- Sight vocabulary			

*Carland Braun and Allan R. Neilson, Braun-Neilson Pre-Reading Inventory (Scarborough: Ginn and Company Educational Publishers, 1981).

Note: Materials for informal tests should be drawn from the program, and realia should be used whenever possible, including picture cards, real objects and models (classroom furniture, food samples, clothing, model cars, model houses). For each category, choose a sample list of approximately 6-10 items. Results could be recorded as follows:

	Pre-test	Date	Re-test	Date	Re-test	Date
Semantic Knowledge:						
- Body parts	3/10	Sept. 25/87	10/10	Nov. 30/87		
- Food	5/9		8/9		9/9	Mar. 30/87

CLOZE TEST OF READING COMPREHENSION

Cloze tests provide information on syntactic and semantic ability and are effective instruments for assessing reading comprehension.

Sample Cloze Tests

Objective:	To enable the student to demonstrate reading comprehension of familiar materials.

Directions: Read quickly through the text, then go back and fill in the blanks.

Example 1:*

Once upon a time a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his three sons to him. "I have left you_____which will make you _____," he told them. "But _____ must dig in all _____ fields to find the _____ where the treasure is _____."

After the old man _____ died, the three sons _____ out into the fields _____ began to dig. "I'll _____ the first to find _____ place where the treasure _____ buried," cried the eldest _____. "That's the field where _____ father put the treasure," _____ another son. The three _____ dug all the fields _____ several years, but they _____ no treasure. However, many _____ grew in the fields _____ the sons had dug. _____ vegetables made them very _____.

Elementary

Example 2:

It is estimated that in the last two thousand years the world has lost more than a hundred species of animals. A similar number of species of birds has also become extinct. The real significance of _____ figures, however, lies in _____ fact that almost three-quarters _____ all the losses occurred _____ the past hundred years _____ as a direct result _____ man's activities on this _____. It is essential for _____ whole process of evolution _____ the extinction of certain _____ should occur over a _____ of time. But extinction _____ occur by nature's design _____ not as a result _____ the activities of man. _____ is by no means _____ to the preservation of _____ species of animal and _____ life. Conservation means the _____ ignored, then within a _____ short time our water _____ will be found inadequate.

Advanced

*From J.B. Heaton, Writing English Language Tests for Teachers of English as a Second or Foreign Language (London: Longman Handbooks for Language Teachers, 1975), pp.123-24.

General Note: Scores of 53% or above suggest that the material is suitable for independent reading, scores between 44% and 53% indicate that the material is suitable for instructional use, and scores below 44% indicate that the material is too difficult.

USING STANDARDIZED COMMERCIAL TESTS

A number of commercially produced standardized tests are in use in school systems. They include tests of language proficiency and development, intellectual ability tests and grade-normed achievement tests. Care should be taken in administering and interpreting the results of these tests for ESL students because of the linguistic demands and cultural biases. The norms are established on an English-speaking population.

Pre-testing and post-testing with language development and language proficiency tests may be useful as an indication of student progress. However, the results will be lower than the actual proficiency level of the student because these tests focus on mastery of surface features (i.e., pronunciation, grammatical correctness) in isolated contexts rather than on communicative ability.

However, these tests can provide a wealth of diagnostic information that will be helpful in selecting appropriate programs. The tests also give valuable placement information as they provide an estimate of the student's skills in relation to his English-speaking peers. Since it takes many years of speaking English for an ESL student to reach a level commensurate with his ability, he should not be expected to match the scores of English-speaking peers.

ALBERTA TESTS

The Edmonton Separate School Board's **English for New Canadians: Basic English Test For Group Placement** assesses reading and grammar skills, ranging from a very basic picture-recognition level to interpretation at approximately the grade 6 level. It is a very long test, but provides a great deal of diagnostic information.

Edmonton Public Schools' **Sample Placement and Assessment Instruments** are described in English As a Second Language/Dialect (ESL/D): Guidelines and Suggestions for the Administration and Organization of Programs, pp. 67-84.

OTHER NORTH-AMERICAN TESTS

1. Bankson, Nicholas W. Bankson Language Screening Test. University Park Press, 1977. Baltimore, MD 21022.

The Bankson test evaluates semantic, syntactic and grammatical use of English as well as auditory and visual discrimination. It was not normed on a large enough ESL/D population but does give excellent information for programming and possible exit criteria.

2. Hamill, Donald D. Test of Written Language. Edmark Associates, 1978. P.O. Box 3903, Bellevue, WA 98009.

This test evaluates vocabulary, thematic maturity, spelling, word usage, style and handwriting. Only a small number of ESL/D students were used in the norming population so scores should only be used to show progress and for selecting programs.

Since tests of intellectual ability are problematic for ESL students, the rate of learning is a more reasonable and fairly accurate indicator of their cognitive functioning. In cases where students are not making progress, factors such as cultural adjustment, previous educational background, proficiency in the first language, and length of time in Canada (at least two years) should be examined. In such cases, psychological assessment may be advisable. Suggested tests are the Kaufman Assessment Battery for Children* and Learning Potential Assessment Device** as these tests attempt to compensate for the concerns listed above.*** Nonetheless, care should be taken when interpreting the results.

Grade-normed achievement tests administered at a jurisdiction or school level can be used as indicators of progress being made in mastery of prescribed learning objectives. ESL students should participate in these testing activities when they can receive positive feedback about progress being made. (ESL students are exempt from provincial achievement tests.)

REPORTING PROCEDURES

The Edmonton Public Schools ESL Assessment Handbook**** makes the following observation about reporting procedures:

"Information gained about what the student can do can be used to make summative evaluations for reporting purposes and to provide an accurate profile of student strengths and weaknesses to teachers in the regular program. It is not always necessary to report student progress in terms of letter or number grades. Particularly at the

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*Alan Kaufman and Nadine Kaufman, Kaufman Assessment Battery for Children (Circle Pines, Minnesota: American Guidance Service, 1983).

**R. Feuerstein, Learning Potential Assessment Device (Baltimore: University Park Press, 1979).

***Jim Cummins, Bilingualism and Special Education: Issues in Assessment and Pedagogy (Clevendon, England: Multilingual Matters Ltd., 1984), pp. 192-202.

****Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983), pp. 7-8.

beginning level, it is more appropriate to report on student progress towards the attainment of linguistic and cultural objectives descriptively. Checklists, rating scales, and verbal reports can be developed for reporting purposes. Teachers are encouraged to develop reporting procedures which accurately reflect the objectives of the ESL program and communicate effectively to parents about their child's progress.

When reporting to teachers in the regular program about students they are or will be teaching, information about student strengths and weaknesses in the use of the English language, and their degree of cultural adaptation should be articulated. Specific linguistic and cultural needs which need to be addressed in the instructional program should also be identified. Checklists and verbal reports are most appropriate for this purpose."

SECTION VII

EXTENDING AND ENRICHING ESL INSTRUCTION

The ideas presented in this section are aimed at helping teachers provide additional meaningful language learning activities for their ESL students. The assistance of paraprofessionals, volunteers, parents and other students can often make a significant difference in how quickly and efficiently ESL students learn the language. The extra time and effort devoted to activities specific to language learning can help students in a variety of ways. Some of the benefits to be derived are:

- Students will be involved in more and perhaps a greater variety of meaningful language learning activities.
- Students will have more English-speaking models to relate to.
- Students will have the opportunity to establish a warm rapport with the teacher aides, tutors, etc., who work with them. (Relaxed learners learn faster.)
- Students can receive additional assistance with regular classroom work that has been adapted to meet their needs. This will help them bridge the gap between ESL instruction and regular classroom assignments.

USING PARAPROFESSIONALS WITH ESL STUDENTS

Teachers who are striving to provide their students with the full benefits of personalized programs and continuous progress can receive invaluable assistance from trained paraprofessionals (parents, teacher aides, high school students enrolled in work experience programs, peers, senior citizens). Paraprofessionals can relieve the teachers of non-professional duties and provide students with more individual attention.

The first step in organizing and developing a volunteer program for ESL is to determine what needs the program will address. A list of duties which a volunteer might perform should be compiled. Recruitment can be done easily and efficiently by sending a newsletter home to parents, recruiting students within the school, contacting teachers in charge of high school work experience programs, or writing a proposal to the school board for a teacher aide. (The school nurse may be able to help in making contacts with local senior citizens who would be interested in this type of involvement.) The proposal should outline why volunteers are needed, who can benefit, the kinds of help that can be given, and what time commitments are involved.

Details of the tasks a volunteer may perform should be outlined as clearly and positively as possible, and care should be taken to ensure that volunteer staff do not

take on duties that are inappropriate, that is, duties such as evaluation or discipline, which are properly carried out by a qualified teacher.

The following administrative functions must be carried out (usually by the principal) to ensure smooth operation of the volunteer program:

- Briefing the school staff and seeking their support.
- Familiarizing volunteers with the school procedures they are expected to follow.
- Assisting with the preparation of a list of the kinds of volunteer services needed for ESL students.
- Ensuring working space for volunteers.
- Promoting team spirit among volunteers, students and staff.
- Ensuring that volunteers feel they are contributing members of the staff.

If volunteers are to be used effectively, the teacher's role will have to change in several ways:

- There will be changes in scheduling, responsibilities will be shared, and classroom resources will have to be used more efficiently.
- The teacher will have to be sensitive about making the volunteer feel that she is an important part of the instructional team.
- Additional planning will be required, particularly at the beginning stages, in order to outline specific tasks and provide an adequate orientation to the job.
- The teacher will have to be flexible in order to accommodate timetable changes and ongoing changes in individual small group instruction, and deal with any conflicts that may arise.

Following is a list of the types of activities in which a paraprofessional or a volunteer could participate and some materials they could use.

- Field Trips
  - Visit other parts of the school during the orientation stage.
  - Visit various locations in the immediate community.
  - Visit locations that are farther away.
- Reading
  - Read to students.
  - Read chorally with beginning students.
  - Listen to students reading.
- Individual/Small Group Work
  - Assist students with assignments.
  - Review work already covered by the teacher.
  - Give dictation, spelling tests, etc.

- Individual/Small Group Work Using Audiovisual Equipment
  - Supervise the use of the language master, tape recorder, microcomputer.
  - Assist students with recording of oral stories.
- Vocabulary Development Using Picture Cards
  - Play a flash card game with picture cards in a small group situation. Children call out the name, the colour, the use, or the location of the object. The first person to respond gets a card. When returning the cards, the student could be required to tell something about each card.
  - Keep a checklist of new words learned by each ESL student.
  - Specify categories, such as food, clothing and transportation. Give several cards to each student, who places the cards in the correct category (under the correct heading). Ask students to name the object and the category, e.g., "A banana is a food."
  - Use more specific categories as the student's vocabulary develops. For example, foods could be categorized as, "Foods I like," "Foods I don't like," "Foods I have never eaten," etc.
- Slide Sequence Stories
  - Make slides from classroom activities, wordless picture book stories, field trips or students' art work.
  - Have students place the slides in sequence and discuss them.
  - Dictate sentences to accompany each slide or have the student write his own sentences. (Always read aloud with the student what has been written.)
- Outdoor Games
  - Teach traditional Canadian games, e.g., baseball, skipping, etc.
  - Have ESL students teach the volunteer or fellow students the traditional games of their countries.
- Crafts
  - Teach knitting, weaving, and clay or wood crafts.
  - Have students record the steps in completing a project, with the help of the volunteer or independently.
  - Have the ESL student teach a craft to the volunteer or to a fellow student.
- Games
  - Adapt the game of Bingo to teach vocabulary, e.g., numbers, foods, colours, shapes, objects, etc.

- Play "Concentration" with vocabulary cards made in duplicate. Expand the game by asking students to use a sentence about each picture instead of just the name, e.g., "The cat is black."
- Use the Story Train game with small groups. Five chairs are required. The first child is the engineer. The volunteer starts a story, "On my way to the zoo I saw a ____." No. 1 student finishes the sentence, and Nos. 2, 3 and 4 add a complete sentence. No. 5 student repeats the whole story.
- Give beginning ESL students pictures of vehicles (or foods, clothing, etc.) "In my hand I have a ____." Follow the above procedure. Or: "Beside my chair I see a ____." (Pictures could be placed beside the chair.)
- Use appropriate commercially made games to assist ESL students in their language development.
- Use the telephone: make cue cards which tell the student to whom he must place a call and for what reason. The volunteer answers the call appropriately.

GUIDELINES FOR EMPLOYING TUTORING TECHNIQUES TO FACILITATE LANGUAGE DEVELOPMENT

ECHO READING

The Echo Reading technique is designed to improve the reading competence of a student. As the name implies, the procedure involves the student being the tutor's echo.

The student is seated slightly in front of the tutor so that the tutor's voice is close to the student's ear. Both read the same material aloud together. The tutor reads a little louder and slightly faster than the student, and phrases, sentences or paragraphs may be repeated several times until a fluent, normal reading pattern is established.

At no time is the student to be corrected. When the tutor and the student read together, the tutor, as he reads, moves his finger under the words. Particular attention should be paid to the end of the line where the finger should move very rapidly back to where the new line begins. At no time during the exercise does the tutor question or test the student. The major concern is reading fluency.

The reading materials should be at the student's instructional reading level, and they shoud be interesting for the student. (His own language experience stories would be appropriate.)

Echo Reading sessions are most effective when they last for 5 - 7 minutes. The effectiveness of the technique can be assessed by the degree to which the student's

voice becomes the dominant one over time (25 - 30 sessions). Note that the tutor must be capable of reading orally, at least at the level of the student's material.

PAIRED READING

The Paired Reading strategy is reminiscent of the reading of a story by a mother to her child. It involves, as the name suggests, one person reading to another to entertain and to teach.

This technique requires the pairing of two students who are at different levels of reading competence: for example, a twelve-year-old might read to a seven-year-old. Each student takes a turn reading to the other from materials at a suitable level of difficulty. (This activity may also be carried out using teacher aides or volunteers.)

It is most effective when the two students sit side by side so that one can follow while the other reads. It is very important that there be no premature prompting by the more competent of the two students. If the less competent student encounters a word he is unable to read, he asks specifically that the more fluent reader pronounce the word for him. (Assistance should not be given before the student asks or at least until he has some time to work it out.) Once he is able to pronounce the word, he then continues with his reading until he again requires assistance. The less competent student continues to read until it is time to change readers - a time halfway through the period assigned to this activity. A suggested time for the activity is 20 - 30 minutes.

The more fluent reader then begins to read from material at his level of competence. As he reads, the other student is seated so that he may follow as the reading goes on. The rhythm and phrasing of the reading of the fluent reader provide a model which he can emulate.

This activity is an excellent method of providing more opportunities for oral reading in a group situation. While the teacher is engaged with one group, two other groups can be carrying on a paired reading activity. It is also a most effective way of providing for meaningful oral reading in a split-class situation, or where students are in mixed groups of varying reading abilities.

CROSS-AGE AND PEER TUTORING TECHNIQUES: RADIO READING

Radio Reading gets its name from the fact that the reader is like a radio announcer with a script whose main purpose is to convey a message to his listeners.

Radio Reading should be practiced in a one-to-one setting. Only the reader has the text. The tutor (listener) does **not** have a book nor does he look at the reader's copy. The tutor assigns a passage to the reader and says, "You read and I will listen."

The ground rules are:

1. The reader reads and the tutor listens. If the reader comes to a word he does not know, he puts his finger next to it and says, "What's this word?" The tutor pronounces it for him and the reader continues.
2. After the reader has finished reading the passage the tutor restates the message in his own words. If there was anything he did not understand, he asks the reader to go back to the text and clear up the confusion. It is the reader's task to check as the tutor gives feedback and to mention anything he has omitted.
3. Radio Reading does **not** allow either correcting or prompting while the reading is going on.

The reader thus is involved in both reading and listening activities. His attention to the content is focused by the tutor's (listener's) restatement and needs for clarification. The tutor (listener) will develop some strengths as a listener and in restating messages in his own words. This technique may also be useful in content areas such as science and social studies.

CROSS-AGE AND PEER TUTORING TECHNIQUES: LANGUAGE EXPERIENCE STORIES

Older students and teacher aides may successfully teach primary students by using a language experience approach.

In using the language experience approach to teach reading, these steps should be followed:

1. Introduce yourself.
2. Talk to the student. Ask him about his interests, hobbies, past experiences, etc. Make him feel at ease!
3. After an activity (field trip, filmstrip, story, etc.) tell him you wish to write down a story from this experience as he dictates it. (Give him time to think!)
4. Write the title, or what the story will be about.
5. Write the story (print neatly). Use the student's sentence patterns. Use correct spelling.
6. As you write the story, read it aloud.
7. Read the story aloud together (i.e., Echo Reading). Point to the words as you read them. You may repeat this activity two or three times or until the student agrees to read the story by himself.
8. The student reads the story. You supply the words he does not know.

9. Point to the difficult words and ask the student to pronounce them.
10. The student rereads the story.
11. Prepare word banks. The student chooses four or five words that were difficult for him. Write them on cards.
12. Use these words for flash card drill.
13. Cut the story into sentence strips. Mix them up. Ask the student to put the sentences in order again.
14. Cut one sentence strip into words. Ask the student to reassemble the sentence. Continue with the other sentences, if time permits.
15. There are many other ways to develop language and reading skills with the language experience approach. Here are a few ideas:
    a. Copy the story, or part of it, into a booklet.
    b. Illustrate the story (see example on the following page).
    c. Use the sentences for cloze passages.
    d. Record the story on tape.
    e. Read the story to a classmate or a younger group of children.
    f. Read the story to the principal/secretary/caretaker - or anyone who will listen!
16. Keep a booklet of all the student's stories so that he may take home his own book at the end of the tutoring session.

Suggested time per session: 1/2 hour.

This is a clown. He is funny.
I went to the circus on Sunday.
I liked it.

Agnes Pozwa, Age 6
(Dictated to a teacher's aide.)

PROVIDING ADEQUATE LISTENING ACTIVITIES

In providing adequate listening activities for ESL students, the language master and tape recorder are useful aids.

The language master may also be used to provide practice with the structural patterns and vocabulary of standard English. The machine records and plays back from a strip of recording tape which is fastened to the card. Blank cards can be purchased so that the teacher can develop a program to meet the particular needs of the students. The machine has a two-track system so that the student may listen to a structural pattern prerecorded by the teacher, record his reproduction of the same pattern, listen to it, and then compare it with the teacher's if he wishes to evaluate what he has recorded. Commercially prepared cards are also available.

The language master can be used in the following ways:

- Record basic vocabulary on tapes along with a picture. (Use a sentence rather than single words wherever possible.)
- Record questions on tape. The student can be requested to answer the question. Or write the question on the card or on the opposite side of the card and record the answer.
- Record songs and stories on cards line by line (picture by picture). Request the student to put the cards in sequence and read or sing with the recording.
- Record specific instructions on the tapes and request students to follow the instructions, e.g., "Please open the window." Students then record instructions for the next group.
- Record descriptions of various pictures on tapes. Ask students to listen to the descriptions and match the cards to the pictures.

USING THE TAPE RECORDER WITH ESL STUDENTS

- Record students' conversation at intervals to help them recognize the progress they are making in oral communication.
- Have students listen to recorded folktales and short stories. Some recordings may have books or filmstrips to accompany them. (Refer to the shared-book experience approach on pp. 44-48.)
- Have students listen to dialogues depicting everyday conversation. Two students could practice prepared dialogue by assuming the roles of the speakers.
- Play a story, but stop before the end and have students tell or write their own endings.

- **Record students' language experience stories for others to listen to. (Place in a listening centre.)**
- **Set up listening centres in the elementary classroom so that listening activities can be carried on with some privacy and without disturbing other members of the class. A listening centre consists of an audio device with eight or more sets of headphones, each of which can be plugged in individually to enable the students to hear the tape recordings. A centre may be used by the ESL student alone or with a parent volunteer, buddy or teacher aide.**

SECTION VIII

RESOURCES

RESOURCES FOR LANGUAGE AND CONCEPT DEVELOPMENT

These ESL guidelines do not contain course-specific content, and therefore no authorized resources are indicated. For a selected listing of supplementary resources, consult the Alberta Education document entitled English as a Second Language Supplementary Learning Resources.*

Commercially produced learning resources which enhance language development are limitless. Each teacher is encouraged to choose those which are interesting, appropriate and accessible to her ESL students. It is also suggested that materials be chosen to ensure a balanced development of the ESL student's skills in viewing, listening speaking, reading and writing. Many print and non-print resources are available in classrooms, school libraries and teacher resource centres.

RESOURCES FOR PROFESSIONAL DEVELOPMENT

PROFESSIONAL JOURNALS

The following is a list of periodicals that focus on second language learning and acquisition and/or multiculturalism.

Alberta Teachers of English as a Second Language (ATESL)

Published quarterly.

Available from: ATESL
Box 4135, Station E
Edmonton, AB
T6E 4T2

Provides ATESL members with current information about local and national ESL events. Informational articles relevant to the teacher of ESL are highlighted in every edition. Members of ATESL also receive the TESL Canada Newsletter.

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*English as a Second Language Supplementary Learning Resources (Edmonton: Alberta Education, 1987).

Association of British Columbia Teachers of English as an Additional Language (B.C. TEAL)

Available from:

B.C. TEAL
c/o BCTF
2235 Burrard Street
Vancouver, BC
V6J 3H9

Primarily directed to members, with a focus on ESL information and events. The Association also publishes Occasional Papers once a year.

Canadian Modern Language Review

Published quarterly.

Available from:

Ontario Modern Language Teacher's Association
Canadian Modern Language Review
4 Oakmount Road
Welland, ON
L3C 4X8

Focuses on literacy, linguistics and pedagogy; articles, book reviews, current resources and other materials of interest to second language and ESL teachers.

Contact

Newsletter of the Association of Teachers of English as a Second Language of Ontario. Published quarterly.

Available from:

Contact
c/o TESL Association of Ontario
454 University Avenue, #4-10
Toronto, ON

Provides current information on upcoming ESL events, and publishes articles and program description information for ESL teachers.

Cross Currents

A journal of language teaching and cross-cultural communication.

Available from:

Cross Currents
Language Institute of Japan
4-14-1
Shiroyama, Odawara
Kanagawa 250
Japan

Dialogue

A newsletter on the teaching of English and French as second languages. Published quarterly.

Available from:

The Council of Ministers of Education, Canada
252 Bloor Street West
Suite 5-200
Toronto, ON
M5S 1V5

Heritage

Alberta's ethnocultural magazine.

Published bimonthly.

Available from:

Alberta Culture
Cultural Heritage
12th Floor CN Tower
Edmonton, AB
T5J 0K5

Features articles, photographs and poetry about Alberta's diverse ethnocultural community.

Journal of Reading

Published 8 times a year.

Available from:

International Reading Association
800 Barksdale Road
Newark, Delaware
19711

Kaleidoscope Canada

Published quarterly.

Available from:

Employment and Immigration
Public Affairs
P.O. Box 826
Station B
Ottawa, ON
K1P 5P9

Language and Society

Published by and available from:

The Commissioner of Official Languages of Canada
Government of Canada
Ottawa, ON
K1P 5P9

Language Arts Journal

Published 8 times a year.

Available from:

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois
61801

Language Teaching and Linguistic Abstracts

Published by the English Teaching Information Centre of the British Council and the Centre for Information on Language Teaching and Research.

Available from:

British High Commission
80 Elgin Street
Ottawa, ON
K1P 5K7

Abstracts are objective summaries of selected articles from nearly 400 journals focusing on psychology, linguistics, language studies, teaching methodology and technology, and experimental teaching.

Literacy/Alphabetization

Published by The Movement for Canadian Literacy.

Available from:

Pat Fahy
Alberta Vocational Centre
10215 - 108 Street
Edmonton, AB
T5J 1L2

Deals with basic education and literacy in Canada.

Multiculturalism

Published quarterly.

Available from:

Guidance Centre
University of Toronto
Toronto, ON
M5S 1A1

Deals with multicultural education, government programs, minorities and trends in multiculturalism in Canada.

SPEAQ Journal

SPEAQ Association for Quebec Language Teachers.

Published quarterly.

Available from:

SPEAQ
2121 St. Mathieu
Suite 1902
Montreal, PQ
H3H 2J3

Concerned with the teaching of English as a second and foreign language. Contains theoretical and practical articles on language teaching at all education levels.

TESL Canada Journal

Published semiannually

Available from:

Faculty of Education
McGill University
3700 McTavish Street
Montreal, PQ
H3A 1Y2

Concerned with syllabus design, testing and evaluation, psycholinguistics, teacher training, methodology, teacher-assisted learning along with other diverse aspects of the teaching and learning of ESL.

TESL Manitoba

Available from:

Manitoba Teacher's Society
191 Harcourt Street
Winnipeg, MB
R3J 3H2

TESL Talk

Published quarterly.

Available from:

Newcomer Services Branch
Ministry of Culture and Recreation
3rd Floor Welcome House
454 University Avenue
Toronto, ON
M5G 1R6

Provides articles and up-to-date information on current activities, events and programs in English as a second language. Members of ATESL automatically receive this national ESL bulletin.

TESOL Quarterly and TESOL Newsletter

Published by Teachers of English to Speakers of Other Languages.

Available from: TESOL
202 DC Transit Building
Georgetown University
Washington, D.C.
20057

TESOL Quarterly contains special interest sections for both elementary and secondary programs.

The Reading Teacher

Published monthly (O-My; with winter supplement).

Available from: International Reading Association
800 Barksdale Road
Newark, Delaware
19714

CONFERENCES

Conferences provide teachers with opportunities to keep abreast of new trends, research and resources in the field, and to meet their colleagues and share common concerns and interests. These are all important components of professional growth and development. Workshops, in-service activities, teachers' conventions and professional development activities often provide new insights and lead to better teaching.

The following list may be of interest to ESL teachers.

ATESL Conference (Alberta Teachers of English as a Second Language)

- annually in November
- Calgary or Edmonton
- research, methodology, trends

MEC Conference (Multicultural Education Council, Alberta Teachers' Association)

- annually in October or November
- issues, minority rights and needs

AAME Symposium (Alberta Association for Multicultural Education)

- annually in April
- curriculum, impact on school jurisdictions, racism and prejudice

Association of British Columbia Teachers of English as an Additional Language Conference

- annually in March
- Vancouver
- comprehensive coverage of issues, trends, methodology in ESL

Transmountain IRA Conference (International Reading Association)

- every two or three years
- Western Canada or Northwestern United States
- sessions on ESL, whole language, writing

TESL Canada Conference

- annually
- usually held in conjunction with a provincial conference

English Language Arts Council Conference (Alberta Teachers' Association)

- annually in May
- issues and trends in teaching English language arts, grades 1 - 12

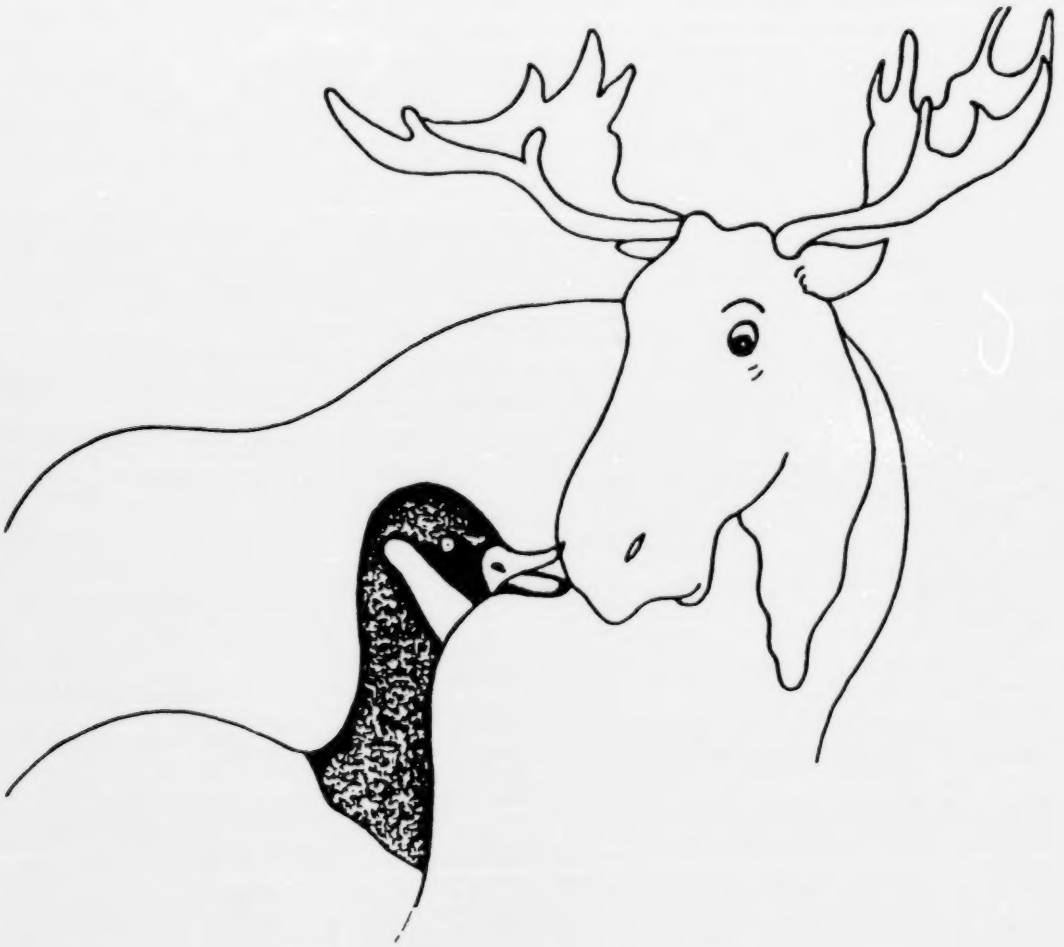
University of Calgary Language Arts Conference

- annually in Banff
- two days of intensive sessions on a specific topic

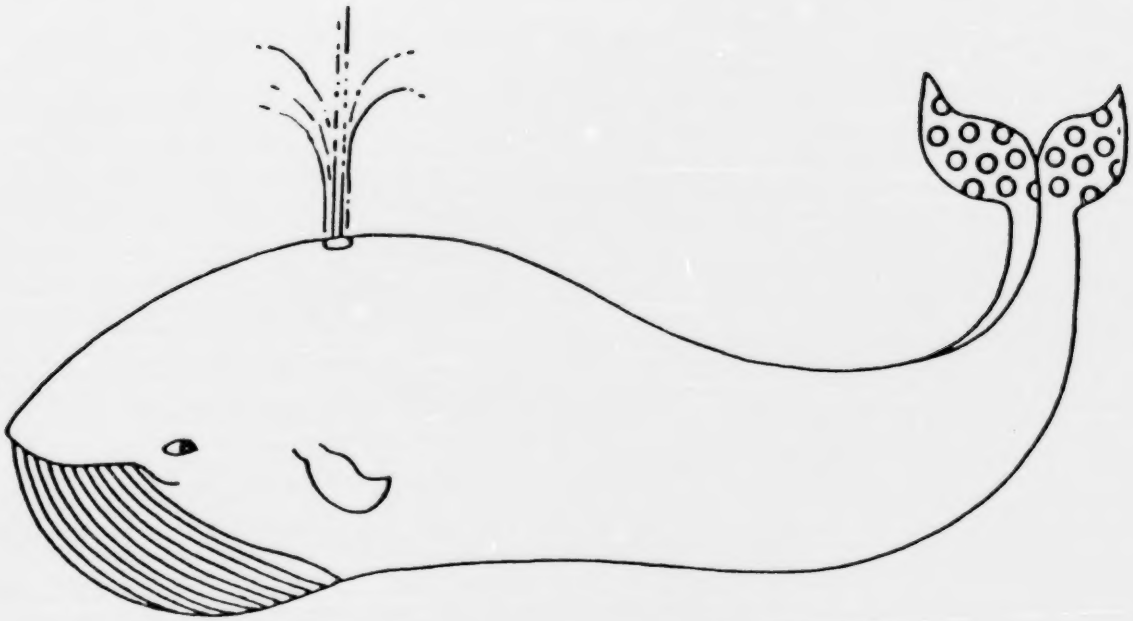
APPENDICES

APPENDIX I: ACCOMPANYING DRAWINGS FOR THE SONGS IN SECTION IV, ACTIVITY 6

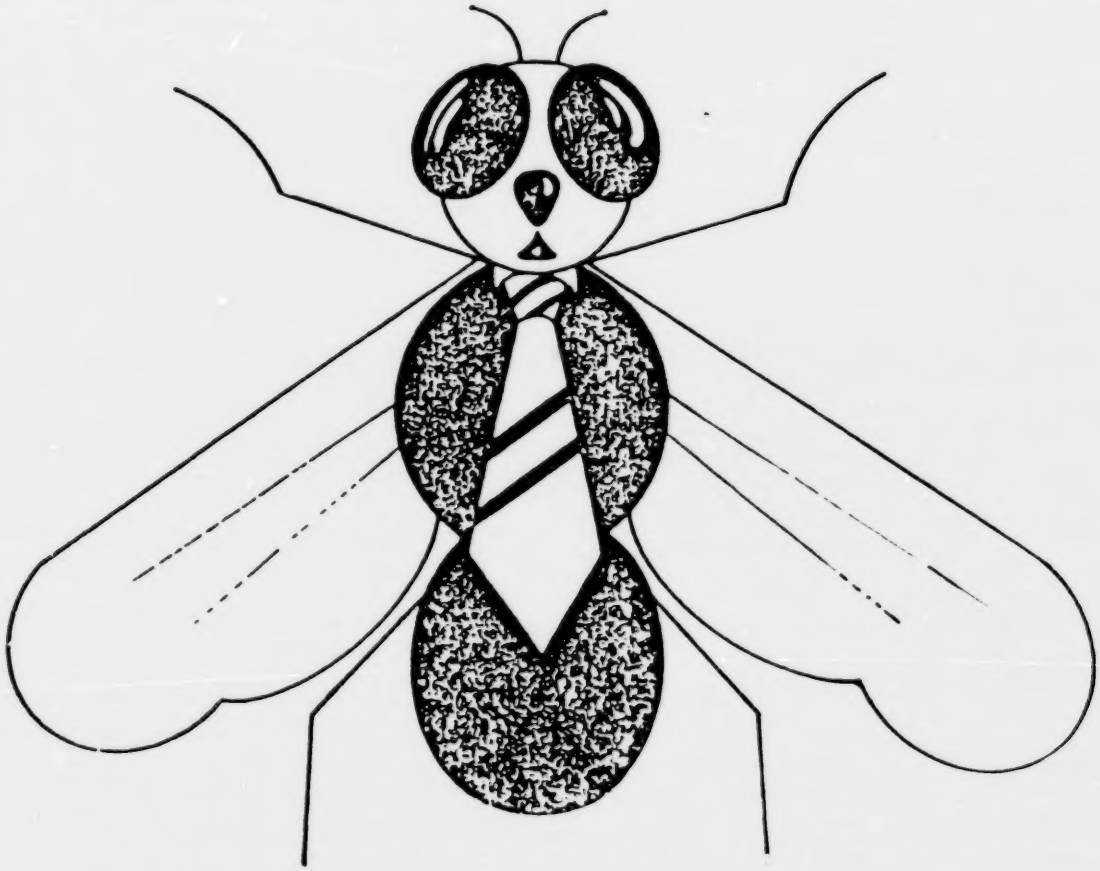
A goose kissing a moose.



A whale with a polka-dot tail.

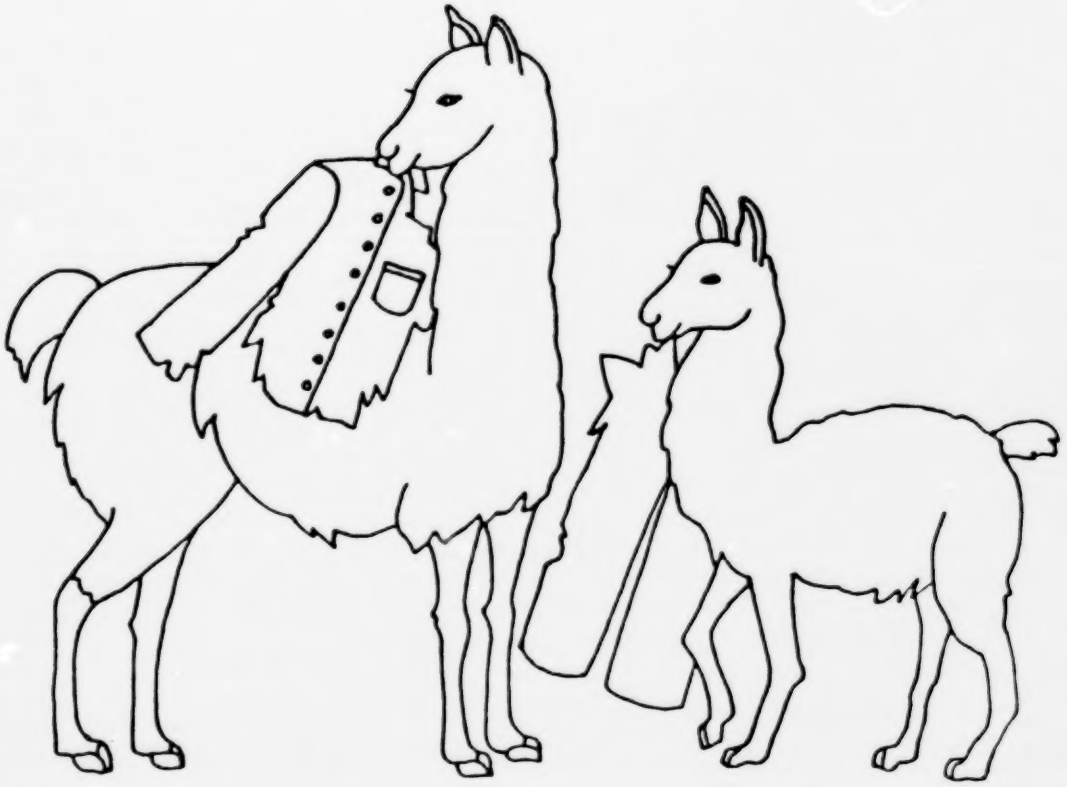


A fly wearing a tie.

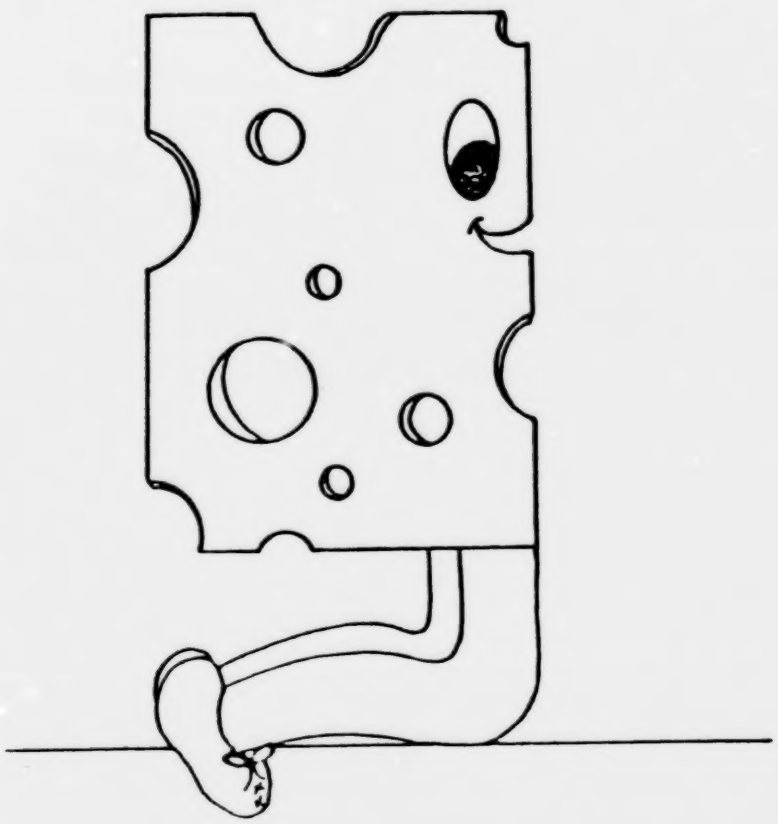


A bear combing his hair.

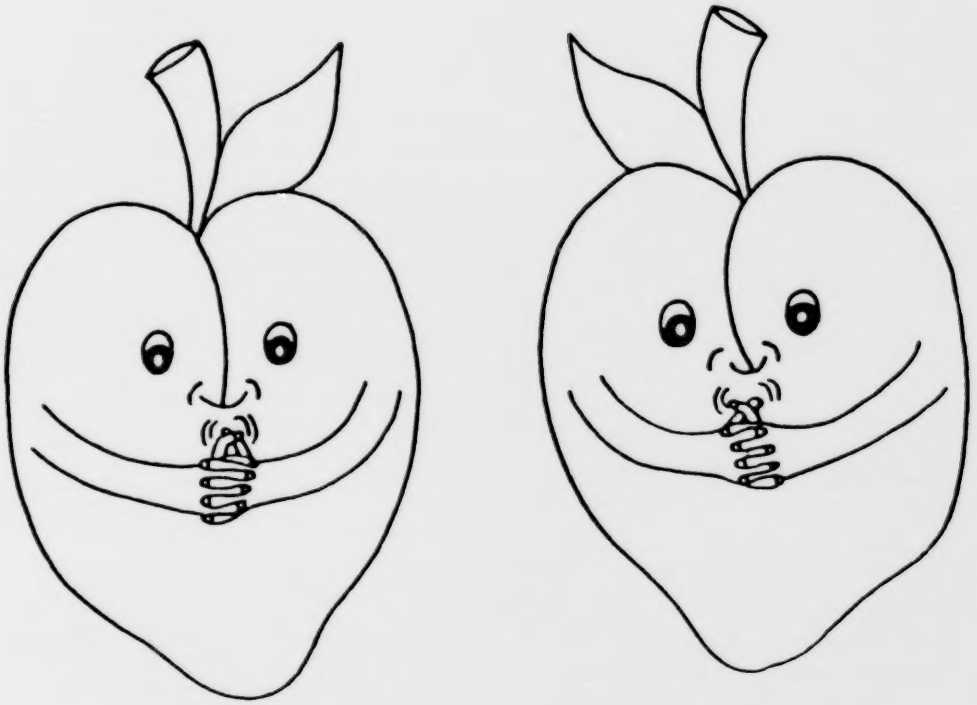
Llamas, llamas, eating their pyjamas.



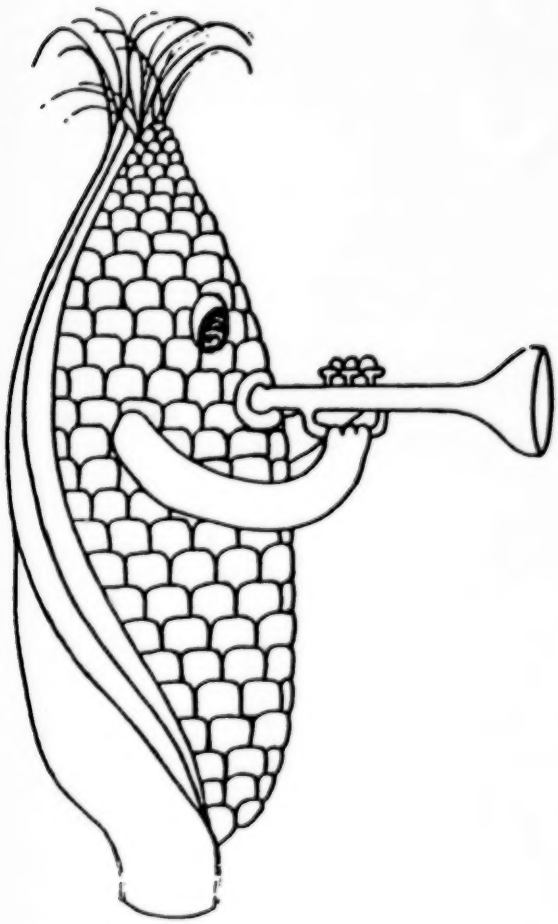
Cheese, cheese, walking on its knees.



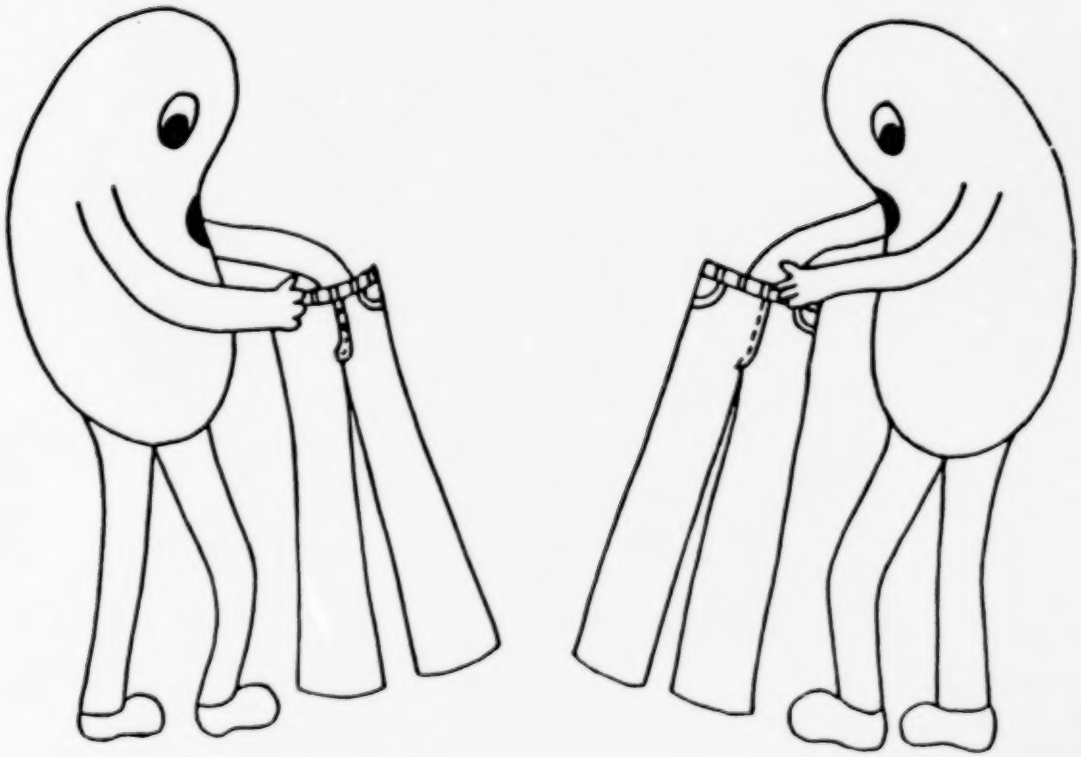
Plums, plums, twiddling their thumbs.



Corn, corn, blowing on a horn.



Beans, beans, trying on some jeans.



APPENDIX II: SAMPLE PHONOGRAMS FOR USE IN PHONICS INSTRUCTION*

ab – cab, crab, dab, jab, scab, stab

able – cable, fable, lable, table, stable

ace – ace, brace, grace, lace, place, race, space, trace, face

ack – back, black, crack, jack, lack, pack, quack, rack, stack, shack, smack, snack, tack, track

act – act, fact, tact

ad – bad, dad, fad, glad, had, lad, mad, pad, sad

ade – blade, fade, made, shade, spade, trade, wade

afe – chafe, safe

ag – bag, drag, flag, gag, rag, sag, snag, tag, wag

age – age, cage, page, sage, stage

aid – aid, braid, maid, afraid, laid, paid

ail – ail, fail, frail, hail, jail, mail, nail, pail, quail, rail, sail, snail, tail, trail, wail

ain – brain, chain, drain, gain, grain, lain, main, pain, plain, rain, sprain, stain, train

aint – faint, paint, quaint, saint

air – air, chair, fair, hair, pair, stair

ait – bait, gait, wait,

ake – bake, brake, cake, flake, lake, make, rake, shake, snake, stake, take, wake

ale – ale, bale, gale, male, pale, sale, scale, stale, tale, whale

alf – half, calf

alk – balk, chalk, stalk, talk, walk

all – ball, call, fall, hall, small, stall, tall, wall (also: shall)

am – clam, cram, dam, ham, jam, slam, swam

amb – lamb

ame – blame, came, dame, flame, game, lame, name, same, shame, tame

amp – camp, clamp, cramp, damp, lamp, stamp, tamp, tramp

an – an, bran, can, fan, man, pan, plan, tan, span, ran, than

and – and, band, brand, grand, hand, land, sand, stand

andle – candle, handle, sandle

ane – cane, lane, pane, plane

ange – arrange, change, mange, range, strange

ank – bank, blank, crank, drank, frank, plank, rank, sank, spank, tank, thank

anned – canned, fanned, planned, tanned

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*Adapted from Gerald G. Glass, Teaching Decoding as Separate from Reading (New York: Adelphi University,1973).

ant – ant, pant, plant, slant (also: want)

ap – cap, chap, clap, gap, lap, map, nap, sap, scrap, tap, trap, wrap, rap, snap

ape – ape, cape, grape, nape, scrape, shape, tape

ar – bar, car, far, jar, mar, scar, star, tar

arch – arch, march, starch

ard – card, guard, hard, lard, yard

are – bare, care, dare, fare, glare, pare, scare, share, snare, square, stare

arge – barge, charge, large

ark – ark, bark, dark, lark, mark, park, shark, spark

arm – alarm, arm, charm, farm, harm

arn – barn, darn, yarn

arp – harp, sharp

arry – carry, marry, tarry

art – cart, art, chart, heart, part, smart, apart, tart

ase – base, chase, case, vase

ash – ash, cash, clash, crash, dash, flash, gash, gnash, hash, mash, rash, sash, smash, splash, trash

ask – ask, mask, task

ass – brass, class, glass, lass, mass, pass

ast – blast, cast, fast, last, mast, past

aste – baste, haste, paste, taste, waste

at – at, bat, cat, chat, fat, flat, hat, mat, pat, rat, sat, that, vat

atch – batch, catch, hatch, latch, patch, scratch, snatch

ate – ate, date, gate, hate, late, mate, plate, rate, skate, slate, state

ath – bath, path, lath

attle – battle, cattle, rattle, tattle

aught – caught, taught

ause – because, pause, cause

ave – behave, brave, cave, gave, grave, pave, rave, save, shave, wave

aw – caw, claw, draw, flaw, gnaw, jaw, law, paw, raw, slaw, squaw, straw, taw, thaw

ear – bear, pear, wear, tear

eer – beer, cheer, deer, steer

eet – beet, feet, meet, sheet, sleet

eeze – breeze, freeze, sneeze, squeeze, wheeze

eft – left, theft

eg – beg, leg, peg

eld – held, weld

elf – elf, self, shelf

ell – bell, cell, fell, hell, sell, shell, smell, spell, tell, well, yell, swell

elp – help, yelp

elt – belt, felt

em – gem, hem, item, them

en – den, hen, men, then, when, wren

ence – fence, pence, hence

ench – bench, drench, wrench, wench

end – bend, blend, end, lend, mend, send, spend, tend

ent – bent, cent, dent, lent, vent, sent, spent, tent, went

ept – crept, kept, slept, swept, wept

er – her, longer, smaller, taller

erry – berry, cherry, ferry, merry

esh – flesh, fresh, mesh

esk – desk

ess – bless, chess, dress, guess, less, mess, press

est – best, blest, chest, guest, nest, pest, rest, test, west, vest

et – bet, get, jet, met, net, pet, set, wet, yet

etter – better, letter, setter, wetter

ew – few, mew, new, pew, chew, flew, grew, knew, stew

ib – bib, crib, fib, rib

ice – dice, ice, lice, nice, price, rice, slice, spice, twice

ick – brick, chick, click, kick, lick, nick, pick, quick, sick, stick, thick, trick, wick

id – bid, did, hid, kid, lid, rid, skid, slid

ide – bride, glide, guide, hide, pride, ride, side, slide, tide, wide

idge – bridge, ridge

ie – die, pie, tie

ief – brief, chief, grief, thief

ife – fife, knife, life, wife

ift – drift, gift, lift, sift, swift

ig – big, dig, fig, pig, twig, wig

igh – high, sigh, thigh

ight – bright, fight, flight, fright, height, knight, light, night, sight, right

ign – sign, design

ike – hike, like, pike, spike, strike, alike

ild – child, mild, wild

ile – file, mile, pile, smile, tile, while

ilk – milk, silk

ill – bill, chill, dill, drill, fill, grill, hill, ill, kill, skill, spill, still, thrill, will

im – dim, him, rim, skim, slim, trim

ime – chime, crime, dime, grime, lime, prime, time

imp – imp, limp, shrimp

in – bin, chin, din, fin, gin, grin, in, pin, sin, skin, spin, thin, tin, twin, win

ince – mince, prince, quince, since

inch – finch, inch, pinch, wince

ind – bind, blind, find, grind, hind, kind, mind, wind (only one short i: wind)

ine – dine, fine, line, mine, nine, pine, shine, spine, swine, tine, twine, vine, whine, wine

ing – bring, cling, ding, king, ping, ring, sing, sling, spring, sting, string, swing, thing, wing, wring

ink – blink, brink, drink, ink, kink, link, pink, shrink, sink, stink, think, wink

int – flint, glint, hint, lint, mint, print, splint, squint, tint

ip – chip, clip, dip, drip, flip, grip, hip, lip, nip, rip, ship, sip, skip, slip, snip, strip, tip, trip, whip

ipe – pipe, ripe, snipe, stripe, swipe, wipe

ird – bird, third

ire – fire, hire, spire, tire, wire

irl – girl, swirl, twirl, whirl

irt – dirt, flirt, shirt, skirt, squirt

is – his, is

ish – dish, fish, wish

isk – brisk, disk, risk

iss – hiss, kiss, miss

ist – fist, list, mist, twist, wrist

it – bit, fit, grit, hit, kit, lit, mit, pit, quit, sit, slit, spit, wit, knit

ite – bite, kite, site, spite, white, write

ive – give, live

ive – dive, five, hive, live, strive, thrive, arrive

ix – fix, mix, six

ize – prize, size

oach – coach, poach, roach

oad – load, road, toad

oaf – loaf, oaf

oak – cloak, oak, soak

oal – coal, foal, shoal

oan – loan, moan, roan

oap – soap

oar – boar, roar, soar

oard – board, hoard

oast – boast, coast, roast, toast

oat – boat, coat, float, gloat, goat, oat, throat

ob – bob, cob, job, knob, mob, rob, sob

obe – globe, robe

ock – block, clock, cock, crock, dock, flock, frock, knock, lock, rock, shock, smock, sock, stock

od – clod, cod, God, nod, pod, prod, rod, sod

ode – code, rode

odge – dodge, lodge

oe – doe, foe, hoe, toe (also: shoe)

oft – loft, oft, soft

og – bog, cog, dog, fog, frog, hog, log

oice – choice, voice, rejoice

oil – boil, broil, coil, foil, oil, soil, spoil, toil

oin – coin, join

oise – noise, poise

oke – broke, choke, coke, joke, poke, smoke, spoke, stroke, awoke

old – bold, cold, fold, gold, hold, mold, sold, told

ole – hole, mole, pole, sole, stole, whole

oll – roll, stroll, toll (also: doll)

olt – bolt, colt, jolt

ome – dome, home (also: come, some)

on – son, ton, won (also: on, upon, con)

ond – blond, bond, fond, pond

one – bone, cone, lone, stone, throne, tone, zone, alone

one – done, none, one

ong – along, gong, long, prong, song, strong, throng, wrong

ood – good, hood, stood, wood

oof – hoof, roof, proof

ook – book, brook, crook, hook, look, shook, took

ool – cool, drool, fool, pool, school, spool, tool

oom – bloom, boom, broom, gloom, groom, loom, room

oon – coon, croon, moon, noon, spoon, soon

oop – coop, droop, hoop, loop, scoop, stoop, swoop, troop

oor – door, floor

oose – goose, moose, loose, noose

oot – boot, hoot, loot, shoot, toot

op – chop, crop, drop, flop, hop, lop, mop, pop, prop, shop, slop, sop, stop, top

ope – hope, mope, rope, slope

ore – bore, core, fore, score, shore, snore, sore, store, swore, tore, wore

ork – cork, fork, pork, stork (also: work)

orm – form, storm

orn – born, corn, horn, morn, scorn, thorn

ort – short, sort, fort, port, sport

ose – chose, close, nose, pose, rose, those

oss – boss, cross, loss, moss, toss, across

ost – cost, frost, lost

ost – host, most, post

ot – blot, cot, dot, got, hot, jot, knot, lot, not, pot, plot, rot, shot, trot, tot

ote – note, quote, rote, vote

oth – broth, cloth, moth (also: both)

ouch – couch, crouch, ouch, pouch, slouch (also: touch)

oud – cloud, loud, proud, shroud

ough – rough, tough, enough (also: dough)

ought – bought, brought, fought, ought, sought, thought, wrought

oul – foul (also: soul)

ould – could, should, would (also: mould)

ound – bound, found, ground, hound, mound, pound, round, sound, wound (also: wound)

ount – count, mount, amount

our – flour, hour, our, scour, sour (also: four)

ouse – blouse, house, louse, mouse

out – about, out, pout, scout, snout, stout, trout

ove – clove, cove, drove, stove

ove – dove, glove, love, shove, above

ow – blow, bow, crow, flow, glow, grow, know, low, mow, row, show, slow, snow, stow, throw

ow – bow, brow, cow, how, plow, prow, scow, sow, vow, allow

owl – fowl, growl, howl, owl, prowl, scowl

own – brown, clown, crown, down, drown, frown, gown, town

own – blown, flown, grown, known, mown, own, shown, sown

ox – box, fox, ox

oy – boy, coy, joy, toy

oze – doze, froze

ub – club, cub, grub, hub, scrub, shrub, stub, tub

ube – cube, tube

uch – much, such

uck – chuck, cluck, duck, puck, stuck, shuck, suck, truck, tuck

ud – bud, mud, cud, thud

udge – budge, grudge, judge, nudge, smudge

uff – bluff, cuff, gruff, snuff, stuff, puff

ug – bug, drug, dug, hug, jug, mug, plug, rug, smug, tug

uge – huge

ule – mule, yule

ull – dull, gull, hull, skull

ull – bull, full, pull

um – drum, gum, hum, plum, rum, scum, slum, strum, sum

umb – crumb, dumb, numb, plumb, thumb

umble – bumble, fumble, humble, jumble, mumble, rumble, stumble, tumble

ump – bump, dump, hump, jump, lump, plump, pump, rump, slump, stump, thump, trump

un – bun, dun, fun, gun, nun, pun, run, spun, stun, sun

unch – bunch, crunch, hunch, lunch, munch, punch, scrunch

und – fund

une – june, tune, prune

ung – clung, flung, hung, lung, rung, slung, sprung, strung, sung, swung, stung

unk – bunk, chunk, drunk, hunk, junk, punk, shrunk, skunk, spunk, sunk, trunk

unny – bunny, funny, sunny

unt – blunt, bunt, grunt, hunt, punt, runt, stunt

up – cup, pup, sup, up

ur – blur, cur, spur

ure – cure, pure (also: sure)

urn – burn, churn, spurn, turn, urn, return

urse – curse, nurse, purse

urt – hurt, spurt

us – bus, plus, us

use - fuse, muse

ush – blush, brush, crush, flush, gush, hush, mush, plush, rush, slush, thrush

ush – push, bush (also: hush)

usk – dusk, husk, tusk

ust – bust, crust, dust, just, must, rust, trust

ut – but, hut, jut, nut, rut, shut, smut

uy – buy

uzz – buzz, fuzz

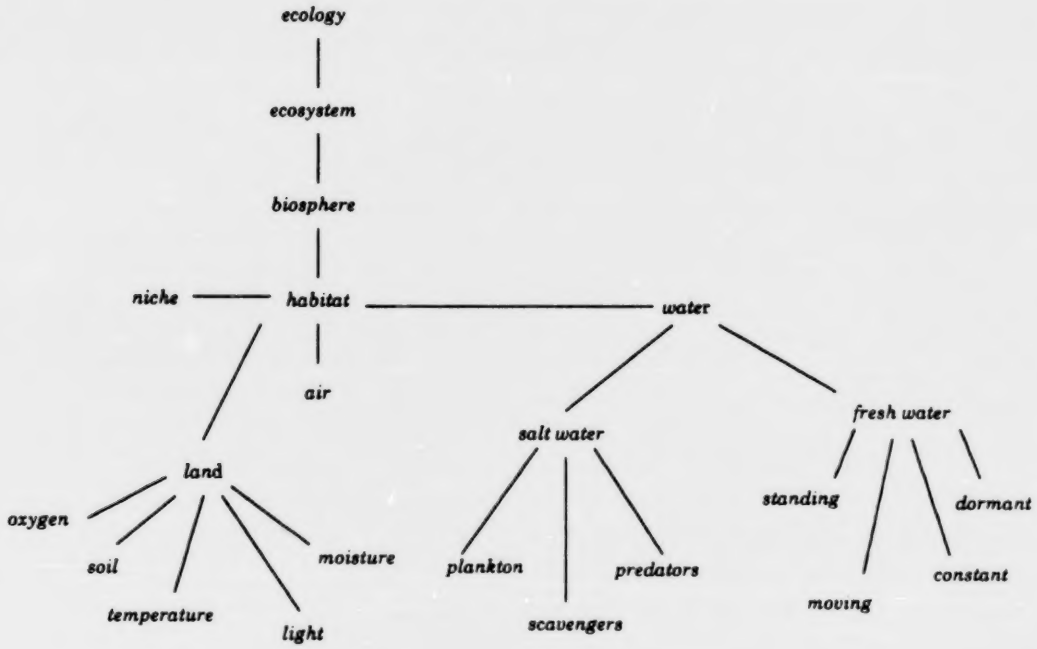
APPENDIX III: CONTENT AREA CONCEPT DEVELOPMENT ACTIVITIES

See Section V of this document for information about how these activities may be used.

EXERCISE 1

CATEGORIZING: THE ACT OF JOINING*

Structured Overview for "The Biosphere and Its Habitats"



Developed during brainstorming session.

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*Mary M. Dupuis and Sandra L. S. Snyder, "Developing Concepts Through Vocabulary: A Strategy for Reading Specialists to Use with Content Teachers," Journal of Reading 26, no. 24 (January 1983): 301.

EXERCISE 2

CATEGORIZING: THE ACT OF JOINING*

Here are five categories related to the biosphere and its habitats:

temperature **soil** **light** **oxygen** **moisture**

Place each word from the following list into the category (or categories) to which it belongs.

acids	dry	nutrient-poor
air	energy	polar regions
breath	enriched	rain
Celsius	extreme	sand
clay	freezing	shade
cold	humus	snow
deserts	minerals	soak
dim	moderate	sun
drink	night	tropical
water		

EXERCISE 3

DISCRIMINATING: THE ACT OF ASSOCIATING**

PAIR	SAME	OPPOSITE	GO TOGETHER	NOT RELATED
big-large	X			
hot-cold		X		
green-grass			X	
guitar-north				X
redwood-elect				X
happy-sad		X		
run-ever				X
afraid-scared	X			

*Ibid., p. 302.

**P. David Pearson and Dale D. Johnson, Teaching Reading Comprehension (Toronto: Holt, Rinehart and Winston, 1978), p. 55.

EXERCISE 4

DISCRIMINATING: THE ACT OF EXCLUDING*

Choose the one word in each group that does not relate to the others and should be excluded. Write it in the blank labelled "Exclude." In the blank labelled "General concept" write the concept that describes the remaining words.

I. oxygen
carbon dioxide
temperature
food
sun

1. Exclude_____
2. General concept_____

II. land
forest
air
water

1. Exclude_____
2. General concept_____

III. oceans
ponds
springs
streams
lakes

1. Exclude_____
2. General concept_____

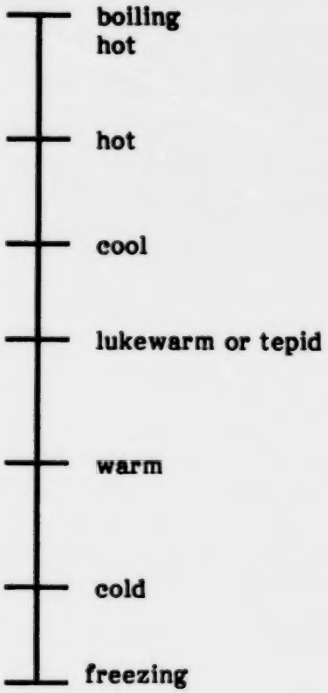
IV. phytoplankton
zooplankton
protists
rodents

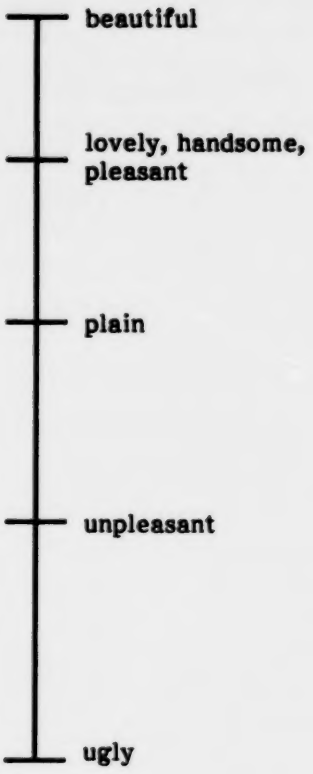
1. Exclude_____
2. General concept_____

*Dupuis and Snyder, p. 302.

EXERCISE 5

ANTONYM PRACTICE: THE ACT OF DISCRIMINATING*





*Pearson and Johnson, pp. 58-59.

EXERCISE 6

SYNONYM PRACTICE: THE ACT OF SELECTING*

Circle the words under each sentence that could be used in place of the underlined word. Be ready to explain why each is appropriate.

1. **Materials and energy needed for life are <u>abundant</u> here.**

scarce	**great**
plentiful	**negligible**
useful	**useless**

2. **The desert rat <u>adapts</u> to these high temperatures by searching for food at night and staying in its burrow during the day.**

appeals	**changes**
adjusts	**applies**
adopts	**attends**

3. **These habitats are not always <u>constant</u>.**

there	**stable**
pleasant	**dormant**
temporary	**permanent**

*Dupuis and Snyder, p. 303.

EXERCISE 7

FILLING IN THE BLANKS: THE ACT OF SELECTING*

Here are a few of the many ways of structuring fill-in-the-blank exercises.

A. No choices.

The sky is so _____ it looks like the ocean.

B. Choices that are semantically different.

The sky is so_____ it looks like the ocean.

blue red orange

C. Choices which are syntactically different.

John _____ the race yesterday.

ran runs running

D. Choices which are graphically similar.

The sky is so _____ it looks like the ocean.

blue glue blur

*Pearson and Johnson, p. 60.

APPENDIX IV: SAMPLE OF A CONTENT AREA UNIT PLAN (SCIENCE)

This is a segment of a sample grade 5 science unit incorporating science concepts, the science process skills and ESL approaches for language and concept development.

Content Concept from Prescribed Resource for All Students	Learning Objectives for ESL Students	Resources	ESL Approaches for Language and Concept Development	Process Skills from Science Curriculum Guide	Evaluation
1. People depend on plants and animals for food.	• The student will name foods that come from plants. • The student will name foods that come from animals.	• Peabody Picture Cards* - fruits - vegetables - meat - milk - milk products - eggs - plants bearing fruits and vegetables - animals providing food • Language Master Cards of foods • Basic Vocabulary Builder** • Exploring Science,*** Gold Book, p. 22-27 • Advanced organizer work sheets - I like _____ - A _____ gives _____ • Realia - Tasting experience • Raffi - "The Corner Grocery Store"****	• Thematic (pp. 49-51) Advanced organizer (pp. 55-56) • Chant Advanced organizer work sheets • Language experience (pp. 23-44) Peer tutoring (pp. 81-83) Echo reading (pp. 80-81) • Listening centre Song	• Observation • Commmunication • Classification	• Informal Diagnostic Language Profile (p. 71) • Name foods from plants and animals • Categorize - foods from plants - foods from animals

*Lloyd Dunn, Peabody Picture Cards (Circle Pines, Minn.: American Guidance Service, Inc., n.d.).
**Dorothy Gabel Liebowitz, Basic Vocabulary Builder (Skokie, Ill.: National Textbook Co., 1977).
***Milo K. Blecka, Peter Beugger, and Peter C. Gega, Exploring Science (Toronto: Doubleday Canada Ltd., 1977).
****Raffi, "The Corner Grocery Store" from The Corner Grocery Store and Other Singable Songs (Willowdale, Ont.: Troubadour, 1979).